DOCUMENT RESUME

ED 121 402 JC 760 246

AUTHOR	Ebey, George; And Others
TITLE	Vocational Education--Part A Grants Evaluation, 1972-1973.
INSTITUTION	Ebey (George) Associates, Palo Alto, Calif.
SPONS AGENCY	California Community Colleges, Sacramento. Div. of Occupational Education.; California State Dept. of Education, Sacramento. Vocational Education Services.
PUB DATE	Jul 74
NOTE	215p.
EDRS PRICE	MF-$0.83 HC-$11.37 Plus Postage
DESCRIPTORS	*Grants; Junior Colleges; *Program Descriptions; *Program Evaluation; Projects; Secondary Education; *State Aid; Student Characteristics; *Vocational Education
IDENTIFIERS	*California; Vocational Education Amendments 1968

ABSTRACT

This document presents an independent evaluation study of the 87 grants awarded in fiscal year 1972-73 by the California State Department of Education and the Chancellor's Office of the California Community Colleges, under the Vocational Education Amendments of 1968. It describes the context of the projects which were awarded grants, including the range of organizational characteristics and geographic settings; categorizes the range of treatments provided during the projects; describes the student beneficiaries of the projects, including age, sex, vocational program, ethnic group, and criteria which qualified individuals as disadvantaged; determines the extent to which project objectives were accomplished; analyzes the validity of project objectives in terms of legal intent and organizational need; and determines local perception of the effectiveness of the state administration of the project funds. A total of $1,881,290 was distributed altogether, of which community college districts received $948,800, unified and high school districts received $821,090, and county offices of education received $111,400. Brief summaries of the evaluations of all 87 projects are appended. (Author/NHM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED121402

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

VOCATIONAL EDUCATION

PART A GRANTS EVALUATION

1972-73

Prepared for:

VOCATIONAL EDUCATION SUPPORT UNIT

CALIFORNIA STATE DEPARTMENT OF EDUCATION

and

DIVISION OF OCCUPATIONAL EDUCATION

CALIFORNIA COMMUNITY COLLEGES

July 1974

GEORGE EBEY ASSOCIATES • 4027 Scripps Avenue • Palo Alto, CA 94306

GEORGE EBEY ASSOCIATES RESEARCH TEAM *

GEORGE EBEY, Project Director

ROBERT HARKER, Associate Project Director

JOHN HUBBARD	SHIRLEY McGILLICUDDY
EDWARD BRATSET	FREDERIC HOWELL
WILLIAM PETERS	DAVID ROBLES
KAREN BRADSTREET	KAY GRAHAM

ELIZABETH PRENTICE

* The nature of participation of research team members is shown in Appendix A.

CONTENTS

1	INTRODUCTION	1
	Objectives	3
	Method of Approach	4
	Acknowledgments	5
	Organization of the Report	6
2	SUMMARY AND SUGGESTED ACTIONS	7
	Summary	
	Grant Recipients	9
	Project Beneficiaries	9
	Project Treatments	12
	Accomplishment of Project Objectives	15
	Validity of Project Objectives	16
	Effectiveness of State Administration	18
	Suggested Actions	
	Seek to Improve Scheduling	20
	Tighten and Streamline the Application Process	20
	Strive for Optimum Linkage Between Funding and Objectives	21
	Further Refine Evaluation Design	22
	Augment State Role in Disseminating Information	23
3	GRANT RECIPIENTS	25
	Unified and High School Districts	27
	County Offices	27
	Community Colleges	30
4	PROJECT BENEFICIARIES	31
	Characteristics	33
	Unified and High School Districts	37
	County Offices	37
	Community Colleges	37
	Selection	37
	Unified and High School Districts	38
	County Offices	39
	Community Colleges	39

CONTENTS

5	PROJECT TREATMENTS	43
	Unified and High School Districts	45
	County Offices	48
	Community Colleges	49
6	ACCOMPLISHMENT OF PROJECT OBJECTIVES	51
	Post-Interview Ratings	54
	Unified and High School Districts	55
	County Offices	56
	Community Colleges	57
	Validation Visits	60
	Unified and High School Districts	60
	County Office	60
	Community Colleges	61
7	VALIDITY OF PROJECT OBJECTIVES	63
	Post-Interview Ratings	65
	Unified and High School Districts	67
	County Offices	68
	Community Colleges	68
	Validation Visits	70
	Unified and High School Districts	71
	County Office	71
	Community Colleges	71
8	EFFECTIVENESS OF STATE ADMINISTRATION	73
	Overall Administration	75
	Assistance in Project Operation	77
	Unified and High School Districts	77
	County Offices	77
	Application Guidelines	77
	Unified and High School Districts	77
	County Offices	77
	Community Colleges	77
	Assistance in Proposal Preparation	77
	Unified and High School Districts	77
	Community Colleges	78

CONTENTS

Proposal Requirements 78
Unified and High School Districts 78
Community Colleges 78
Schedule for Payment of Funds 78
Unified and High School Districts 78
County Offices 78
Community Colleges 78
Schedule for Submission of Applications 79
Unified and High School Districts 79
Community Colleges 79
Schedule for Requesting Application 79
Unified and High School Districts 79
County Offices 79
Community Colleges 79
Schedule for Notification of Grant Awards 79
Unified and High School Districts. 79
County Offices 80
Community Colleges 80
Miscellaneous 80
Personal Interview Evaluation Method 80
Major Strengths of State Administration 83
Unified and High School Districts 83
County Offices 83
Community Colleges 83

APPENDIXES

A PROJECT RESEARCH TEAM

B METHODOLOGY

C GRANT REPRESENTATIVES INTERVIEWED AT AIRPORT LOCATIONS

D DETAIL ON ACCOMPLISHMENT OF OBJECTIVES

E PROJECT SUMMARIES AND EVALUATIONS

F DETAIL ON RECIPIENT PERCEPTIONS OF STATE ADMINISTRATION

FIGURES

1	VEA Part A Grants 1972-73	10
2	Students Served	11
3	Major Disadvantagements	13
4	Top Ten Treatments	14
5	Project Ratings	15
6	Validity of Project Objectives	17
7	Effectiveness of State Administration	19

TABLES

1	Distribution of 1972-73 VEA Part A Grants by Educational Level and Geographic Region.	28
2	Range of 1972-73 VEA Part A Grants by Educational Level and Geographic Region.	29
3	Characteristics of Students Served by 1972-73 VEA Part A Grants (Reported Statistics)	34
4	Major Disadvantagements of 1972-73 VEA Part A Student Beneficiaries (Reported Statistics)	36
5	Top Ten Treatments Prescribed for 1972-73 VEA Part A Student Beneficiaries (Reported Statistics)	46
6	Top Ten Treatments Reported by 1972-73 VEA Part A Grant Recipients	47
7	1972-73 VEA Part A Project Accomplishments in Relation to Objectives (As Rated by Professional Interviewers)	53
8	Validity of 1972-73 VEA Part A Project Objectives (As Rated by Professional Interviewers)	66
9	Effectiveness of State Administration of 1972-73 VEA Part A Grants (As Perceived by Grant Recipient Representatives) . . .	76
10	Interviewee Knowledge of 1972-73 VEA Part A Project (As Rated by Professional Interviewers)	82
D-1	Site Visits to 1972-73 VEA Part A Grant Recipients	D-1
D-2	Site Visit Interviewee Overall Ratings of Ten 1972-73 VEA Part A Projects	D-2
D-3	Results of Treatments Prescribed under 1972-73 VEA Part A Grants	D-4
F-1	Grant Recipients' Ratings of Effectiveness of State Administration of 1972-73 VEA Part A Grants	F-1

1

INTRODUCTION

Section 1

INTRODUCTION

For the fiscal year 1972-73, the California State Department of Education and the Chancellor's Office, California Community Colleges, funded 87 grants amounting to almost $2,000,000 under Part A, Section 102(b), of Public Law 90-576, known as the "Vocational Education Amendments of 1968." With the leadership of the State Department's Vocational Education Support Unit and the Division of Occupational Education of the Chancellor's Office, these grants were made chiefly to unified and high school districts and to community colleges, though several offices of county superintendents of schools also were among the grant recipients. Desiring an independent evaluation of grant activities, the funding agencies selected George Ebey Associates to conduct this special grant evaluation study.

Essentially, the state leadership wanted to ascertain how the grants were utilized, the legal and contextual validity of project objectives, what the projects were intended to achieve, whom they were focused on benefitting, what actual benefits were derived and how the effectiveness of state administration of project funds is perceived at the local level.

Because of the importance of this undertaking, not only in the interest of accountability but in pointing toward future grant administration, the client representatives worked closely with the study team, providing services and sharing in project management.

Objectives

The objectives of this special evaluation study, as specified by the client, were to:

- Describe the context of the projects (range of organizational characteristics and geographic settings).
- Categorize and describe the range of treatments provided during the projects.

- Describe student beneficiaries of the project, including age, sex, vocational program enrollment, ethnic group, and criteria which qualified individuals as disadvantaged.
- Determine the extent to which project objectives were accomplished.
- Analyze the validity of project objectives in terms of legal intent and organizational (contextual) need.
- Determine local perception of the effectiveness of the state administration of Part A, 102(b), project funds.

The research design considered most appropriate to the achievement of these outcomes was also specified by the client. This design had been tested, with favorable results, in a previous study.

Method of Approach

1. Upon initiation of work, close liaison was established with designated client representatives and maintained throughout the course of the study. Because of the nature of the study, the time constraints and the clients' sharing in the management of the study, this close and continuing liaison was considered essential and proved to be particularly useful.

2. Three planning sessions were held with client representatives by key members of the research team. At these meetings, detailed procedures and instrumentation were reviewed and schedules were established (a) for interviews at the seven predetermined convenient locations throughout the state (referred to as airport interviews) and (b) for ten validation site visits. Agreement also was reached on staffing for the airport interviews and site visits. Shown as Appendix A are members of the research team, their affiliations, and the nature of their participation in the study. All members, representing a variety of disciplines, were experienced in evaluation. To provide a common background with VEA Part A and project procedures, they participated in a one-day intensive training workshop. For detailed methodology see Appendix B.

3. Client representatives scheduled interviews with grant recipients in a hotel or motel at the seven airport locations--Fresno, Los Angeles, Oakland, Ontario, Sacramento, San Diego and San Francisco. A specially trained

research professional interviewed a knowledgeable respondent for each of the grants awarded. Respondents had been requested to send pertinent information prior to the interview and to bring other such information with them as a basis for discussion. All such materials were retained by the research team to constitute a file on each project. A client representative was present to meet respondents and to answer questions after their interviews with research team members. Persons interviewed at airport locations are shown in Appendix C.

4. After completion of the airport interview schedule, ten site visits--involving eleven projects--were conducted by members of the research team. The sites to be visited had previously been selected by the client representatives but were not identified either to the interviewing research team members or respondents from selected sites until completion of interviews. The sites selected were a random sample stratified by educational level. Five were selected from unified and high school districts and county offices, and five from community colleges. Procedures and instrumentation for these site visits were mutually agreed upon by the research staff and client representatives As in the case of the interview schedule, field visits were monitored by client representatives. The purpose of the site visits was to validate the interviews at airport locations and to enrich the content of this report. Presented in Appendix D are the names of the ten sites visited, the grant recipient representative for the site visit, the number of persons interviewed at each site and their project evaluations.

5. All information gathered prior to or during the airport interview and during the site visits was analyzed, summarized (Appendix E), tabulated where feasible and used as a basis for drafting the written report for client review. Following this review, the final report was prepared.

Acknowledgments

To the many people who cooperated in providing time, thought and energy on this study the research professionals express their gratitude. This cooperation manifested itself early in the 100% participation of grant recipients in the scheduled airport interviews. It was evident also in the excellent coordination of site visits by grant recipient representatives responsible for this activity at their institutions. To them and to the many

professionals, students and others who enhanced site visit effectiveness, we convey our sincerest appreciation.

A special acknowledgment is made to several officials who provided leadership in initiating this study: Samuel Barrett, Director of Vocational Education, California State Department of Education; Roland Boldt, Chief, Program Services and Evaluation, of the Departmentment's Vocational Education Support Unit; Leland Baldwin, Assistant Chancellor, Occupational Education, California Community Colleges; Ernest Neasham, Evaluation Consultant of the California State Department of Education; and William Morris, Evaluation Specialist of the Chancellor's Office, California Community Colleges. Dr. Neasham and Dr. Morris shared in the management of the study and with their colleagues, Peter Kneedler and James Stewart, monitored airport interviews and site visits, thus assuring the unity of effort between their agencies and the research team essential to the successful conduct and completion of the study.

Organization of the Report

To meet the requirements of readers with differing functions, perspectives and degrees of interest in detail, this report has been organized into the following parts:

1. INTRODUCTION, the present section, which identifies the objectives of the study, briefly outlines the method of approach and acknowledges the excellent cooperation of all and the special contributions of client representatives.

2. SUMMARY AND SUGGESTED ACTIONS, Section 2, which is in effect a management digest presenting highlights and including some judgments of research professionals close to the study.

3. FINDINGS, Sections 3 through 8, organized in terms of the objectives of the study and containing the statistical tables on which generalizations are based.

4. APPENDIXES, which provide lists, tables and narrative of particular interest to the reader desiring even greater detail than that provided elsewhere in the report.

2

SUMMARY AND SUGGESTED ACTIONS

Section 2

SUMMARY AND SUGGESTED ACTIONS

Evaluation of Part A grant projects implemented during the 1972-73 fiscal year yields three main conclusions:

- Conduct of the projects by recipient local districts was, in the main, highly satisfactory.
- Administration of the projects by the State Department of Education and the Chancellor's Office of the California Community Colleges was supportive and effective.
- Despite the commendable level of local and state performance, several needs for improvement in the system still remain.

These conclusions are based on examination by research professionals of all 1972-73 projects through a process of interviews with representatives of the recipients and with more than 300 other respondents.

The findings on which the conclusions are based are summarized in this section. Also included are suggested actions for achieving needed improvements.

SUMMARY

Grant Recipients

Grants were well distributed both geographically and by educational level. (Figure 1.) Community college districts received 45 of the total of 87 grants, involving $948,800 of the total funding of $1,881,290. Unified and high school districts conducted 36 projects, funded at a total of $821,090; county offices of education, 6 projects totaling $111,400. Slightly more than half of the total funding went to projects in the Southern Region.

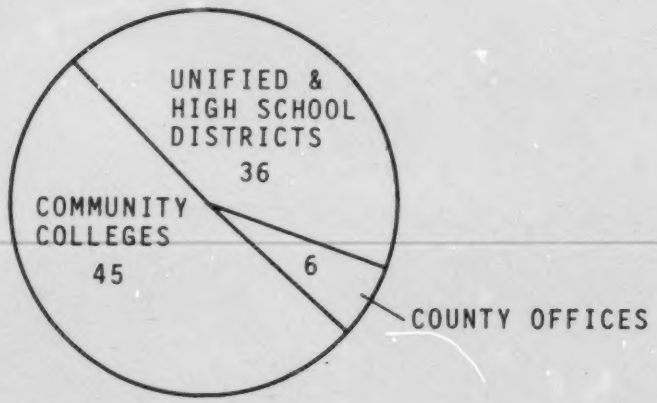
Project Beneficiaries

More than 27,000 persons (Figure 2) benefited directly from the grants. Approximately 15,000 of these were served by community college projects, some

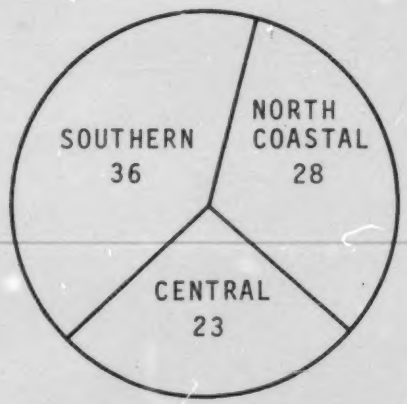
Figure 1

VEA PART A GRANTS, 1972-73

DISTRIBUTION OF GRANTS



LEVEL

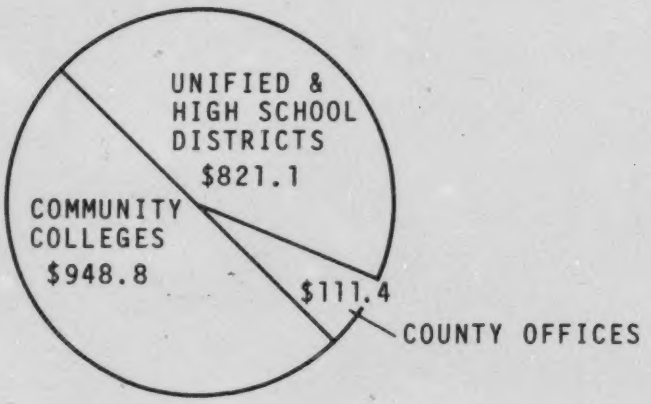


REGION

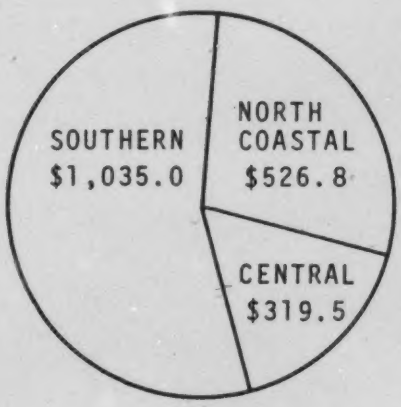
TOTAL: 87 grants

DISTRIBUTION OF DOLLARS

(IN THOUSANDS)



LEVEL



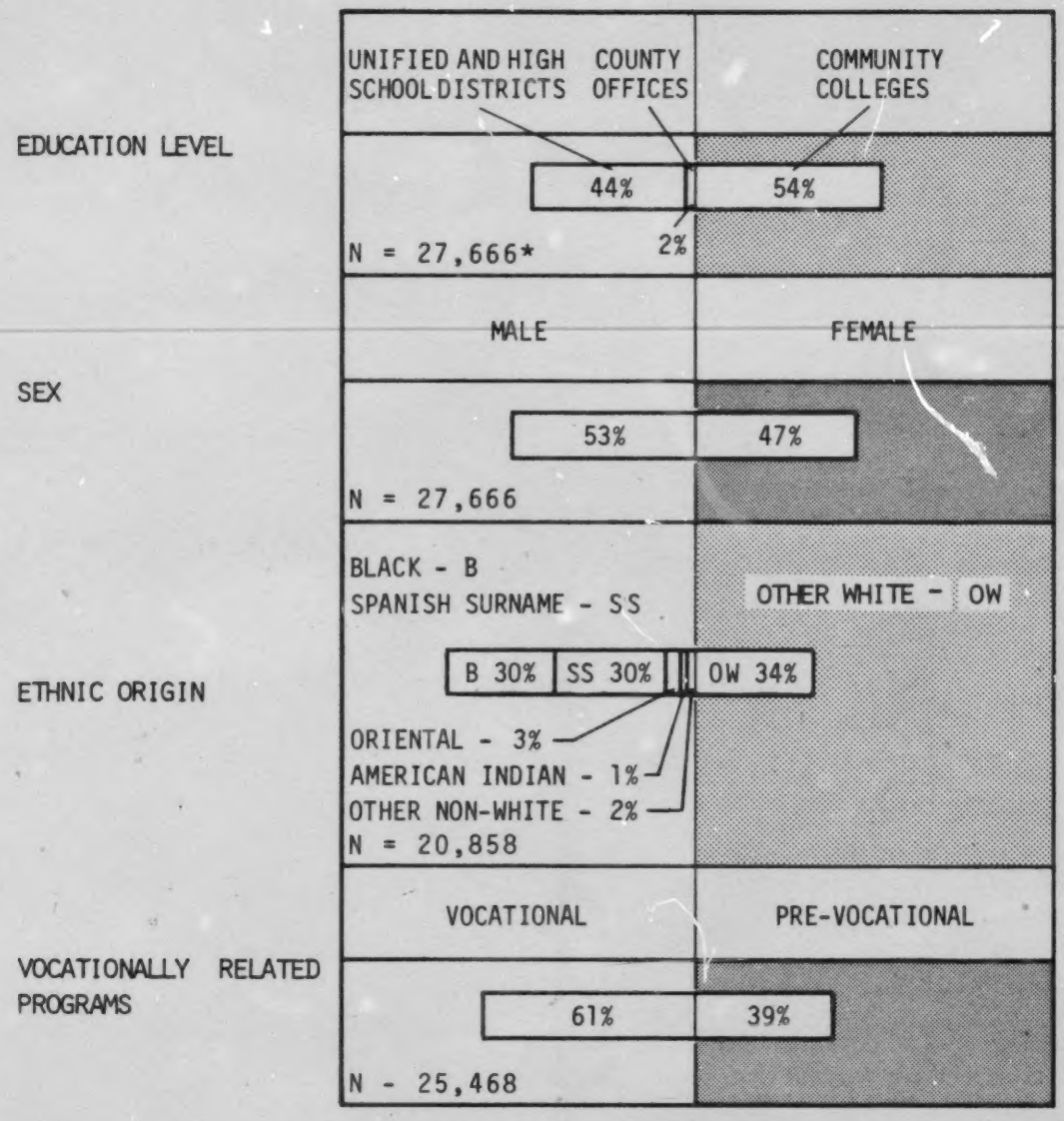
REGION

TOTAL: $1,1881.3

Source: Section 3, Table 1.

Figure 2

STUDENTS SERVED



* Number of students served.

Source: Section 4, Table 3.

12,000 by unified and high school district projects and in excess of 570 by county office projects.

Distribution between the sexes was 53% male, 47% female. Other-White beneficiaries constituted 34% of the total, Spanish-surname and Black 30% each. Ages ranged from under 16 to over 40. Sixty-one percent were identified as vocational students, the remainder prevocational.

The most commonly reported disadvantagements (Figure 3) were in the academic area, representing 64% of the beneficiaries, followed by socio-economic 22% and cultural 14%.

In unified and high school district projects, 72% of the beneficiaries were among the ethnic minorities; 61% were prevocational and 55% primarily academically disadvantaged. In county office projects, distribution between other-White and ethnic minorities was virtually even, with 48% in the former category; 84% were prevocational and 97% primarily socio-economically disadvantaged. In community college projects, 59% were of ethnic minority groups, 61% in vocational programs and 72% primarily academically disadvantaged. Forty-nine percent of the community college beneficiaries were 21 years of age or older.

Project Treatments

Project grants made possible a wide variety of treatments, ranging from child care during school hours for teen-age mothers to complete "package" programs for adults encompassing recruitment, counseling and guidance, tutoring, entry-level skills training and job placement.

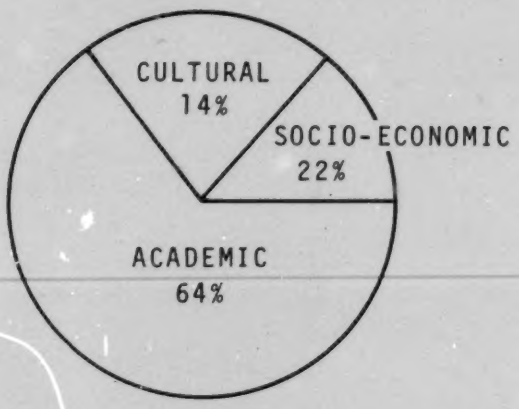
In terms of overall number of beneficiaries served, the leading focus of attention (Figure 4) was on provision of tutors, teacher aides and team teachers. In terms of number of projects involved, the most frequently mentioned treatment was specialized counseling and guidance.

In unified and high school district projects, utilization of vocational counselors and recruitment aides topped the list, with application to 50% of the beneficiaries. In county office projects, the leading treatment was specialized counseling and guidance, affecting 88%. In community colleges, the main service involved tutors, teacher aides and team teachers, affecting 64%.

Figure 3

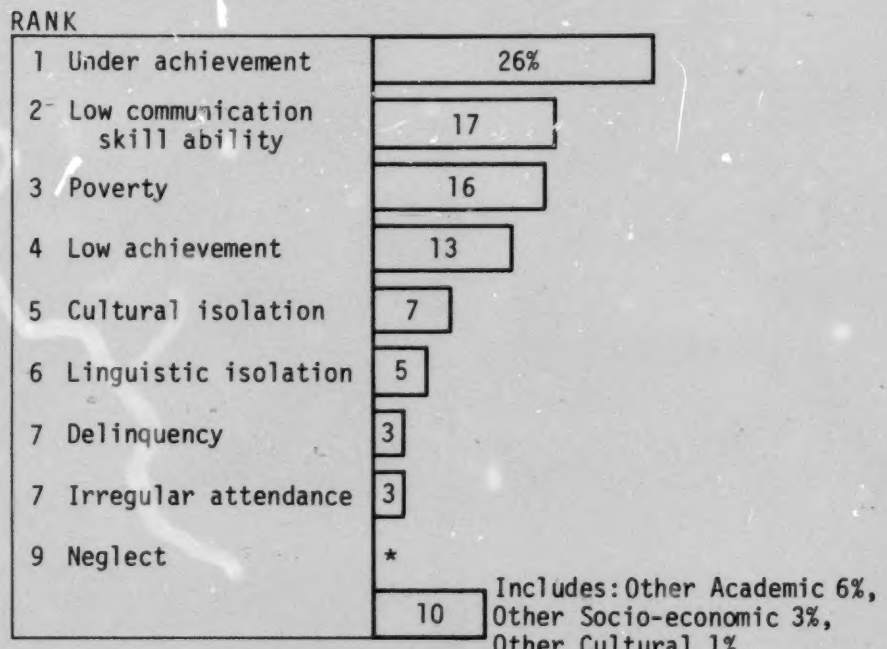
MAJOR DISADVANTAGEMENTS

BY MAJOR CATEGORY



NUMBER OF STUDENTS: 27,021

BY SPECIFIC DISADVANTAGEMENT



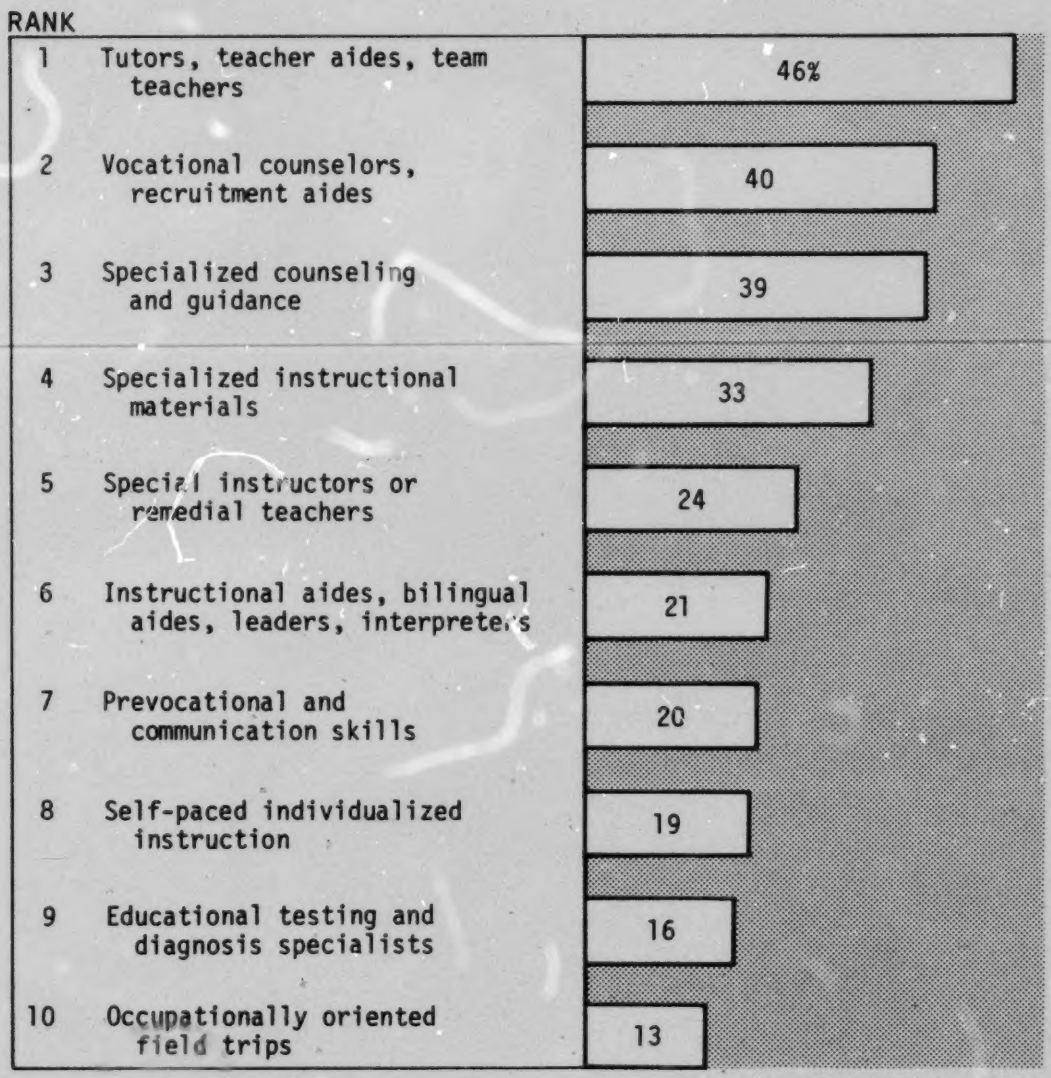
NUMBER OF STUDENTS: 27,021

Source: Section 4, Table 4.

* Less than .5%.

Figure 4

TOP TEN TREATMENTS



Number of beneficiaries reported: 21,518

Note: Multiple treatments often provided a single beneficiary.

Source: Section 5, Table 5.

Accomplishment of Project Objectives

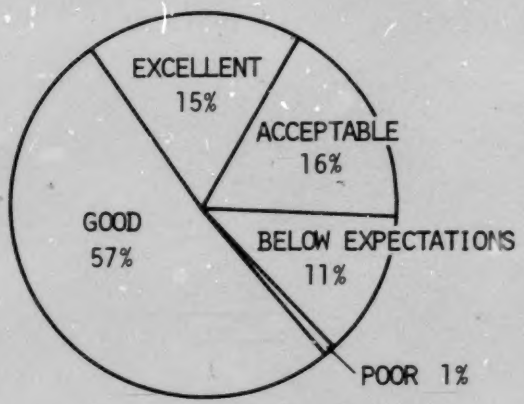
Eighty-eight percent of the projects (excluding two which could not be rated) were rated as having achieved their objectives in satisfactory degree. (Figure 5.) Among the total of 85 projects rated, accomplishments in 13 were considered excellent, 48 good and 14 acceptable. Only 9 were below expectations; one was rated poor. These ratings, based on the data provided by the grant recipient interviewees, were assigned by the interviewing professionals immediately following each interview.

Subsequent validation visits to 10 sites and involving 11 grants generally confirmed the post-interview ratings in every case but one. The exception coincidentally involved the sole project rated poor. At this site visit, it was determined that the outcome had been substantially better than described by the recipient representative in the interview.

Figure 5

PROJECT RATINGS

BY INTERVIEWERS AT AIRPORT LOCATIONS

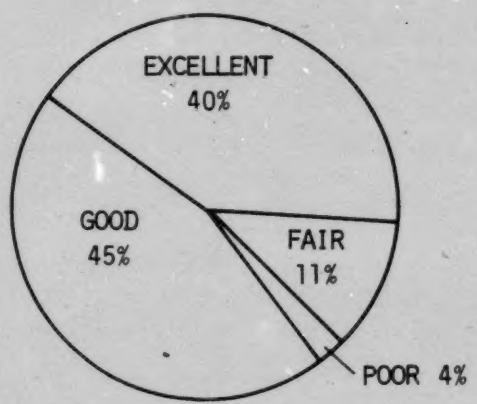


ALL LEVELS

NUMBER OF GRANTS = 85

Source: Section 6, Table 7.

BY SITE VISIT INTERVIEWEES



ALL LEVELS

NUMBER OF RESPONDENTS = 283

Source: Appendix D-2.

The post-interview ratings were further supported by independent ratings made by 283 validation visit respondents (students, professional staff, employers, paraprofessionals, advisory committee members and other persons knowledgeable about the projects). Nearly 9 out of 10 of these respondents considered accomplishments either good (45%) or excellent (40%). Eleven percent called them fair and 4% poor.

(It should be noted that the validation visit findings by the research professionals and the ratings there by respondents did more than corroborate the post-interview ratings. They also attested to the professionalism, frankness and candor of the recipient representatives in personally assessing projects for which they largely had been individually responsible.)

Project accomplishments are additionally substantiated by treatment results reports--fragmentary but informative. Of all beneficiaries on whom follow-up data were obtained, 45% were continuing in vocational education, another 11% had obtained a job and 4% were continuing their education in another field. Moreover, nearly half of the beneficiaries classified as program dropouts had obtained a job or entered another program.

Among rated unified and high school district projects, 20% were considered excellent, 54% good, 17% acceptable and 9% below expectations. None was rated poor. Among the county office projects 50% were rated acceptable; other ratings were evenly divided among excellent, good and below expectations. None was rated poor. Among rated community college projects, 12% were judged excellent, 64% good, 11% acceptable, 11% below expectations and 2% poor.

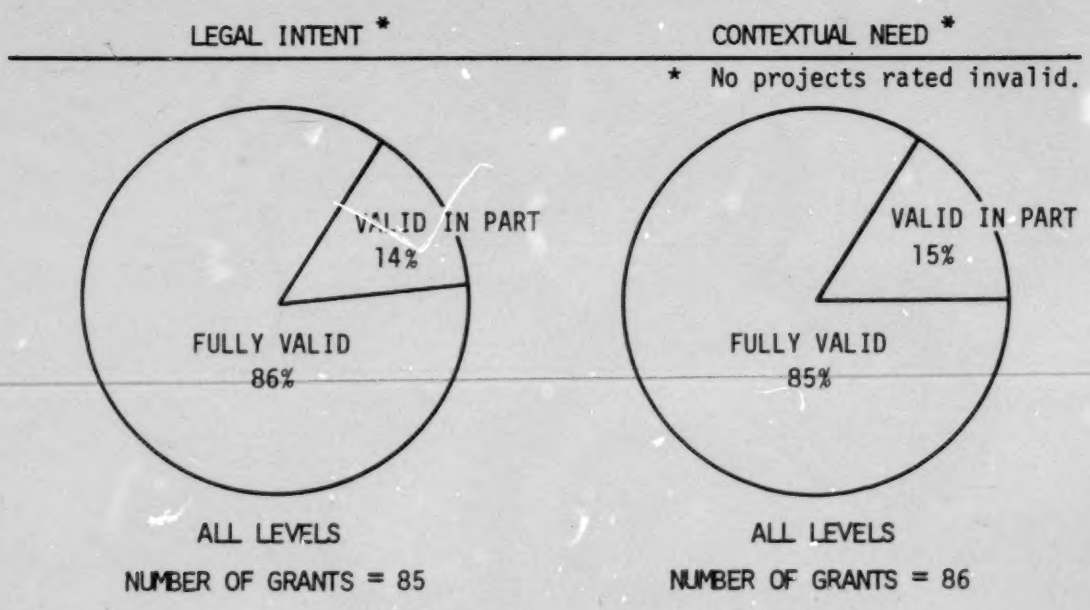
Where ratings of acceptable or less were assigned, reasons given included unrealistic objectives, insufficient data to support reported accomplishments, lack of adequate institutional commitment, lateness of grant notification, reduced level of funding, and failure to serve the number of students proposed.

Validity of Project Objectives

No project was rated invalid (Figure 6) either as to legal intent or contextual need. Eighty-six percent of all rated projects were judged fully valid in terms of legal intent, 85% fully valid for contextual need.

Figure 6

VALIDITY OF PROJECT OBJECTIVES



Source: Ratings of interviewers at airport locations. See Section 7, Table 8.

Validation visits generally confirmed the ratings, which were made by the research professionals following interviews with recipient representatives.

Among rated unified and high school district projects, 89% were considered fully valid as to legal intent, 94% fully valid as to contextual need. Among county office projects, 83% were rated fully valid as to legal intent; all were rated fully valid as to contextual need. Among rated community colleges, 84% were found to be fully valid as to legal intent, 76% fully valid as to contextual need.

Where ratings of less than fully valid were assigned as to legal intent, reasons given included provision of treatments to beneficiaries who did not meet selection criteria, lack of solid vocational education thrust, and discrepancy between the proposed and actual project.

Reasons given for less than fully valid ratings on contextual need included insufficiency of community needs assessment and provision of services to persons of questionable disadvantagement.

Effectiveness of State Administration

Most recipients (Figure 7) consider that state agencies effectively administered 1972-73 Part A project funds.

Eight percent of the respondents rated state administration excellent, 39% good, 29% acceptable. Eighteen percent gave ratings of below expectations and 6% poor.

Ratings of acceptable or better were somewhat more numerous at the community college level (86%) and among county offices (84%) than at unified and high school districts (63%).

In addition, respondents made many commendatory comments regarding major strengths they perceived in state administration. They also, by overwhelming margin, approved of the administration's use of the personal interview method of evaluation employed in this study (considered good or excellent by 86% of the respondents).

In connection with specific administrative aspects, scheduling proved to be the area of greatest overall concern. The schedule for grant notifications was rated as needing improvement by respondents from 94% of unified and high school districts, 83% of county offices and 79% of community colleges. The schedule for requesting applications was rated as needing improvement by respondents from 83% of county offices, 77% of unified and high school districts and 56% of community colleges. The schedule for submitting applications was rated as needing improvement by respondents from 68% of unified and high school districts, 33% of county offices and 42% of community colleges.

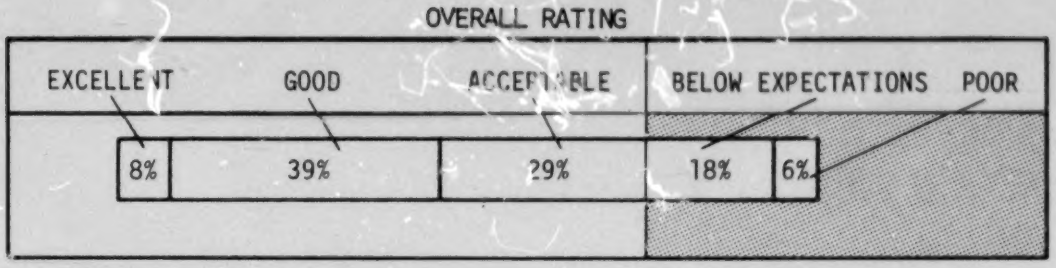
However, several respondents commented that they understood these and other timeline areas were largely out of the state funding agencies' control.

SUGGESTED ACTIONS

Obviously, in view of the foregoing, the system for administering and conducting Part A grant projects works. Just as obviously, it could work better.

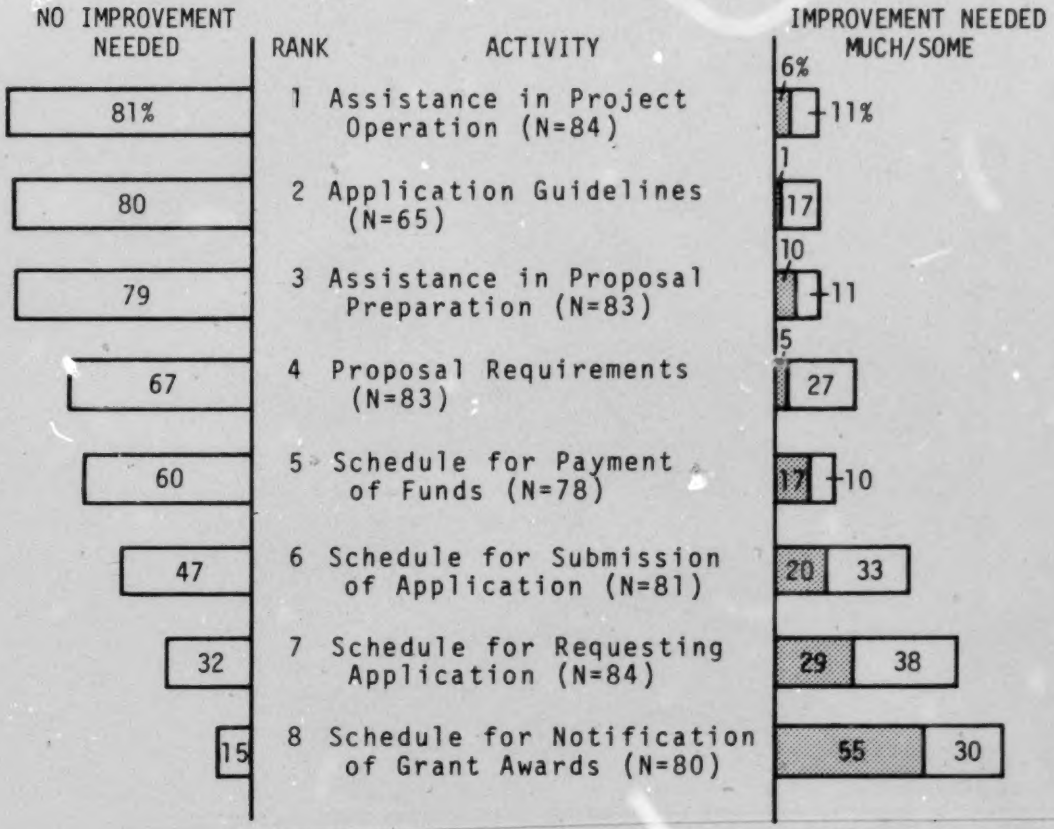
Figure 7

EFFECTIVENESS OF STATE ADMINISTRATION



ALL LEVELS N=84

RATING BY ADMINISTRATIVE ACTIVITY



Source: Section 8, Table 9.

Equally apparent is the desire of the State Department of Education and the Chancellor's Office of the California Community Colleges, in exercising their leadership responsibility, to strive continuingly to effect improvements which will respond both to the needs of recipients and to the intent of the law.

The suggestions which follow are offered within that context. Moreover, in significant degree, they reinforce suggestions resulting from the evaluation of 1970-71 projects which utilized substantially the same research design that was employed in this study.

Seek to Improve Scheduling

Application and notification scheduling remains the biggest obstacle faced by grant recipients. Present scheduling too often seriously impairs their ability to plan carefully and confidently, staff effectively and make other necessary arrangements for high-quality program implementation.

It has been recognized above that state funding agencies operate under constraints beyond their control in this connection. Nevertheless, persistent leadership efforts by these agencies are critically needed toward elimination or reduction of such constraints.

Among the ways scheduling might be improved are the following:

- Adjust for compatibility with the school year, so that notification of funding can be made prior to the start of the fiscal year in which the project is to be implemented. If this adjustment cannot be achieved, consider changing the funding year to some other basis, such as the calendar year.
- Provide longer-term funding to assure continuity of multi-year projects, with provision for timely annual renewal or cancellation based on project accomplishments.
- Allow more time between the request for applications and the deadline of submission, to maximize careful proposal development.

Tighten and Streamline the Application Process

The application process employed for 1972-73 grants demanded both too much and too little. On one hand, it called for some information which had been

previously provided or was readily available elsewhere. On the other hand, it did not require certain essential information.

Consideration should be given to the following improvement possibilities:

- Develop a "short form" application for projects in which limited funding is requested. (One recipient representative suggested $20,000 as the cut-off point. He added, "The amount of staff time required to write, implement and evaluate a $5,000 project is the same as for a $100,000 project. Too often, much-needed projects which are inexpensive are not submitted because it takes too much staff time.")

- Insist that project objectives be stated in measurable terms. Without these, sound evaluation is impossible. (Also caution applicants against formulating unrealistic objectives, by emphasizing their accountability for accomplishment of what they propose.)

- Require more specificity in the area of needs assessment, to assure documentation of the priority that has been placed on the project by the applicant.

- Require more specificity also in criteria for selection of beneficiaries, to help assure that services will be focused directly on those whose disadvantagements fit the proposed parameters of the project.

- Provide additional assistance where required, particularly to smaller districts, in orienting appropriate staff to effective project development and application preparation.

Strive for Optimum Linkage Between Funding and Objectives

In some projects, funding was at a level so much below the amount requested that achievement of initial objectives was impossible. In a few projects, moreover, funding was so minimal as to preclude the likelihood of achieving any worthwhile objectives.

It is therefore suggested that state funding agencies:

- Urge, in cases where funding is appreciably less than the amount requested, that a reduced statement of objectives be subsequently submitted and approved, to maintain accountability.
- Avoid approval of "token sum" grants unless it can realistically be concluded that the projects involved are of a sufficiently modest nature as to be compatible with the funding level.

Further Refine Evaluation Design

From its introduction in connection with 1970-71 grant projects to its second use in this study, the research design specified by the state for the interview method of evaluation was greatly improved. A timeline problem was remedied, grant recipients were informed more specifically in advance of the interviews as to the content of the evaluation and greater care was taken to assure that recipient representatives were selected on the basis of their knowledge of the project. The results are indicated by the high ratings given this method of evaluation by the 1972-73 recipient representatives, as well as by the favorable reaction of the research team.

Yet several further refinements, reflecting the views of respondents and team members, still warrant suggestion, as follows:

- Notify grant recipients at the time of funding how projects will be evaluated, what data will be needed and in what form they will be required. Absence of this early knowledge left many 1972-73 recipients ill-prepared for some aspects of their interviews or caused burdensome last-minute scrambling to obtain and record needed data.
- Develop a simply structured process for local evaluation of projects which will enable recipients to collect and utilize appropriate data in an orderly manner with a minimum of paper work. Basically, such an evaluation system should identify specifically who were provided what "treatments" for what disadvantagements with what results and what the relationship is to vocational education.

- Provide for interviewing more than a single recipient representative where appropriate. In several instances, it was discovered that the single interviewee was not thoroughly enough acquainted with all critical project components to provide the required inputs. If the one-to-one interview relationship is desired, more than one interview could be arranged to assure comprehensive coverage.
- Adjust the timing of the evaluation to a date closer to completion of the project, preferably before the project's conclusion and no later than the fall months following the fiscal year in which it was conducted. Too often, in this study, staff and students who had been involved in projects had moved on and were not available to the research professionals. In some instances, because of the time lag, memories appeared to have been less than totally reliable, and some respondents tended to confuse one year's project with that of another year.
- Stratify projects on the basis of grant amounts and place greater emphasis on evaluation of larger grants. Consideration should be given to making site visits to larger grants, in addition to the scientifically selected validation sample. It may well be also that where minimal funding is involved, the effort required for participation in the evaluation is overly demanding of recipient staff time.

Augment State Role in Disseminating Information

Grant projects for 1972-73 included many innovative ideas, as well as many evidences of excellent implementation and effective recipient management. All these features could have beneficial impact on the programs of other districts and, therefore, on the statewide quality of vocational education and the provision of programs and services within that realm to disadvantaged persons. Substantial need for improvement appears to exist in the dissemination of these ideas and their implementation elsewhere in the state.

While the state has acted in this regard through such means as the conduct of periodic conferences and in-service professional meetings, these cannot fully serve the purpose. All too frequently, the audiences have involved only

limited constituencies. The need is for a continuing thrust to identify exemplary programs, widely disseminate information concerning them, both within and outside the field of public education, and encourage their implementation in other districts.

State assumption of this responsibility not only constitutes further leadership role development, but also would enhance the end value of public funds and professional talents devoted to Part A grant projects.

3

GRANT RECIPIENTS

Section 3

GRANT RECIPIENTS

Part A grants for 1973-73 were well distributed, both geographically and by educational level.

Locations of recipient districts represented 30 of California's 58 counties. Roughly half of the grants and the funding (see Table 1) went to community college districts, the other half to unified and high school districts and county offices.

Of the state's three geographical sectors, the Southern Region received the most grants. It also received more than half the total funding, which is consistent with the state's population distribution.

Grant amounts (Table 2) ranged from $1,800 to $150,000, with a median of $15,000.

Unified and High School Districts

Thirty-six grants totaling $821,090 were made to 33 unified and high school districts, with almost equal distribution in each of the three regions. About half the funding (52%) went to the Southern Region. Grant amounts ranged from $1,900 to $150,000, with a median of $13,750.

Nature of recipient institutions ranged from a rural unified district in Tulare County serving a population of about 3,000 persons to the Los Angeles District of several millions.

County Offices

Six county offices received grants totaling $111,400. Three were in the Central Region, three in the North Coastal Region. Sixty-nine percent of the funding was in the Central Region. Grant amounts ranged from $5,000 to $38,000, with a median of $16,700.

Populations served by the recipients ranged from approximately 50,000 in Mendocino County to more than a million in Alameda County.

Table 1

DISTRIBUTION OF 1972-73 VEA PART A GRANTS
BY EDUCATIONAL LEVEL AND GEOGRAPHIC REGION

a. NUMBER OF GRANTS

Educational Level	Region			
	Central	North Coastal	Southern	All Regions
Unified & High School Districts	11	12	13	36
County Offices	3	3	-	6
Community Colleges	9	13	23*	45*
All Levels	23	28	36	87

b. AMOUNT OF GRANTS (Thousands of Dollars)

Educational Level	Region			
	Central	North Coastal	Southern	All Regions
Unified & High School Districts	$101.1	$292.8	$ 427.2	$ 821.1
County Offices	77.4	34.0	-	111.4
Community Colleges	141.0	200.0	607.8	948.8
All Levels	$319.5	$526.8	$1,035.0	$1,881.3

*Includes 3 grants to East Los Angeles College, which were discussed in one interview and considered as one evaluation throughout this report.

Sources: On number of grants, client representatives; on amount of grants, airport interviews and documentary materials from grant recipients. Compiled by George Ebey Associates (GEA).

Table 2

RANGE OF 1972-73 VEA PART A GRANTS BY EDUCATIONAL LEVEL AND GEOGRAPHIC REGION

Educational Level	Region			
	Central	North Coastal	Southern	All Regions
Unified & High School Districts				
Low	$ 1,900	$ 5,000	$ 2,750	$ 1,900
Median	6,000	14,250	20,000	13,750
High	28,500	96,761	150,000	150,000
County Offices				
Low	14,400	5,000	-	5,000
Median	25,000	10,000	-	16,700
High	38,000	19,000	-	38,000
Community Colleges				
Low	6,000	5,000	1,800	1,800
Median	10,000	15,000	20,500	16,000
High	30,000	43,000	55,000	55,000
All Levels				
Low	1,900	5,000	1,800	1,800
Median	9,500	14,500	20,000	15,000
High	38,000	96,761	150,000	150,000

Source: GEA from information provided by grant recipients.

Community Colleges

Forty-five grants totaling $948,800 were made to 35 community college districts. Fifty-one percent of these, representing 64% of the funding, were in the Southern Region. Grant amounts ranged from $1,800 to $55,000, with a median of $16,000.

4

PROJECT BENEFICIARIES

Section 4

PROJECT BENEFICIARIES

More than 27,000 persons benefited directly from the grants. No precise figure can be given, either as to total numbers or characteristics of the beneficiaries, since some of the projects (principally those involving mass contacts for informational and recruitment purposes) did not lend themselves readily to detailed record-keeping and a few grant recipients did not supply the information requested.

Data sought from the recipients on beneficiary characteristics related to sex, grade level, ethnic group, age, vocational or prevocational program of enrollment, public or non-profit private school enrollment and type(s) of disadvantagement, as categorized in the state application instructions. The information provided in connection with most of those characteristics is summarized in Tables 3 and 4.*

During interviews with recipient representatives, information was also obtained on the beneficiary selection process, including criteria used to qualify beneficiaries as disadvantaged and the extent of adherence to those criteria in each project. Interviewee responses in this connection are treated on following pages. Details by individual projects are given in Appendix E.

Characteristics

Overall, slightly more than half (53%) of the beneficiaries were male. The grade level of greatest single concentration was the 13th. Distribution among the state's three major ethnic groups (Spanish-surname, other-White, Black) was nearly equal. Ages ranged from under 16 to over 40. Sixty-one percent of the beneficiaries were identified as vocational; the remainder, prevocational. Ninety-seven percent were associated with public schools. In terms of nature of disadvantagement, the major identified area was academic, listed for 64% of the beneficiaries.

---

*Numbers tabulated from all reporting recipients; not all requested data supplied by every recipient.

Table 3

CHARACTERISTICS OF STUDENTS SERVED BY 1972-73 VEA PART A GRANTS
(Reported Statistics)

a. BY SEX

	Unified & High School Districts (N=12,157)	County Offices (N=577)	Community Colleges (N=14,932)	All Levels (N=27,666)
Male	53%	55%	52%	53%
Female	47	45	48	47
Total	100%	100%	100%	100%

b. BY GRADE LEVEL

Grade Level	Unified & High School Districts (N=11,038)	County Offices (N=577)	Community Colleges (N=13,106)	All Levels (N=24,721)
Below Grade 9	7%	0%	2%	4%
9	15	5	2	8
10	27	12	*	12
11	24	60	4	14
12	25	19	8	16
13	*	0	50	27
14	*	0	25	13
Post-secondary**	0	0	2	1
Adult**	2	4	7	5
Total	100%	100%	100%	100%

* Less than .5%
** Level not otherwise specified
Source: GEA from statistics reported by grant recipients, including some estimates.

Table 3 (Continued)

c. BY ETHNIC ORIGIN

	Unified & High School Districts (N=12,101)	County Offices (N=577)	Community Colleges (N=8,180)	All Levels (N=20,858)
Spanish surname	33%	11%	28%	30%
Other-White	28	48	41	34
Black	36	39	21	30
Oriental	1	*	6	3
American Indian	1	*	2	1
Other non-White	1	2	2	2
Total	100%	100%	100%	100%

*Less than .5%

d. BY AGE

Age	Unified & High School Districts (N=12,131)	County Offices (N=970)	Community Colleges (N=7,016)	All Levels (N=20,117)
Under 16	40%	21 %	8%	28%
16	21	19	1	14
17	22	40	10	19
18	13	10	17	14
19	2	8	8	4
20	1	*	7	3
21-25	*	1	17	6
26-30	*	0.5	12	4
31-35	*	*	8	3
36-40	*	*	5	2
Over 40	*	0.5	7	3
Total	100%	100.0%	100%	100%

*Less than .5%

Source: GEA from statistics reported by grant recipients, including some estimates.

Table 4

MAJOR DISADVANTAGEMENTS OF 1972-73 VEA PART A STUDENT BENEFICIARIES

(Reported Statistics)

a. BY MAJOR CATEGORY

	Unified & High School Districts (N=11,710)	County Offices (N=166)	Community Colleges (N=15,145)	All Levels (N=27,021)
Academic	55%	3%	72%	64%
Socio-economic	37	97	10	22
Cultural	8	0	18	14
Total	100%	100%	100%	100%

b. BY SPECIFIC DISADVANTAGEMENT
(Shown in Rank Order by "All Levels")

Rank	All Levels (N=27,021)	Unified & High School Districts (N=11,710)	County Offices (N=166)	Community Colleges (N=27,021)
1. Under achievement	26%	10%	1%	40%
2. Low communication skill ability	17	18	0	16
3. Poverty	16	25	54	9
4. Low achievement	13	16	0	10
5. Cultural isolation	7	6	0	8
6. Linguistic isolation	5	2	0	8
7. Delinquency	3	5	42	*
7. Irregular attendance	3	3	2	2
9. Neglect	*	*	0	*
Other Academic 1/	6	8	1	5
Other Socio-economic 2/	3	7	0	*
Other Cultural 3/	1	0	0	2
Total	100%	100%	100%	100%

* Less than .5%.

1/ Other academic included dropout or potential dropout, poor attitude or motivation, lack of study skills, handicapped and academic unspecified.

2/ Other socio-economic included school age mothers, aggressive-passive behavior, lack of transportation, drug abuse, unemployed ethnic minorities, handicapped, and socio-economic unspecified.

3/ Other cultural included lack of study skills and cultural unspecified.

Source: GEA from statistics reported by grant recipients, including some estimates.

Unified and High School Districts

The number of persons served by unified and high school district projects was in excess of 12,000 (44% of the highest overall reported total). Fifty-three percent were male; primary focus, by a slim margin, was on the 10th grade level; 72% of the beneficiaries were of ethnic minority groups, 40% under 16, 61% in prevocational programs, 95% in public schools and 55% primarily academically disadvantaged.

County Offices

The number of persons served by county office projects was in excess of 570 (2% of the highest overall reported total). Fifty-five percent were male; primary focus was on the 11th grade level; distribution between other-White and ethnic minorities was virtually even; 79% were 16 or older, 84% in prevocational programs, all in public schools and 97% primarily socio-economically disadvantaged.

Community Colleges

The number of persons served by community college projects was approximately 15,000 (54% of the highest overall reported total). Fifty-two percent were male; primary focus was on the 13th grade level; 59% were of ethnic minority groups, 81% 18 or older (and 49% 21 or older), 61% in vocational programs, 99% in public institutions and 72% primarily academically disadvantaged.

Selection

The criterion of disadvantagement most frequently cited in interviews with representatives of grant recipients for beneficiary selection (64 of the 87 projects) was academic low achievement or under-achievement. In 18 projects, no other diadvantagement was indicated. Where that criterion was not utilized, but where selection was based on another single disadvantagement, the specification was cultural and/or linguistic isolation (5 projects); attendance in continuation school (4); motherhood, either involving a high school student or an older woman on welfare (3); poverty (2) and lack of employable skills (1). In the remaining eight projects, multiple criteria were listed.

It should be noted that, in 68 of the projects, enrollment or willingness to be enrolled in vocational or prevocational courses was a criterion for selection (plus, the fact that other projects were directed toward interesting beneficiaries in vocational programs, readying them for such programs and/or providing remediation that would enable them to obtain employment).

The most commonly employed method of selecting beneficiaries was by staff identification through observation and review of previous grades (52 projects). Sometimes this alone was deemed sufficient; in other instances it was coupled with such means as diagnostic testing, screening through the financial aids office and student-initiated interest. Selection through the process of recruitment and interview was also widely used in community college projects (16 instances).

Interviewed representatives of grant recipients for 67 projects stated they believed that all beneficiaries met the established qualifications.

Unified and High School Districts

Among the total of 36 unified and high school district projects, academic low achievement or under-achievement was listed as a criterion for 28 by interviewed representatives. Cultural and/or linguistic isolation was involved in 15 projects; poverty in 13; motherhood, attendance at continuation school and lack of employability skills, 2 each.

For the process of selection, 26 projects relied wholly or in part on staff identification through observation and review of previous grades; 8 included interviews and/or student-initiated interest, 5 recruitment, 3 testing, 2 each, evidence of motherhood and public agency referral.

Interviewees in 30 of the projects reported that all beneficiaries had met the established criteria. Stated reasons for the six exceptions were as follows:

- "We accepted a couple of kids who were academically good, to avoid any (project) stigma. They were placed by design to support the project." (See page E-4.)
- "Seven to 8 percent were not in prevocational or vocational classes." (p. E-8.)

- "About 60% met the qualifications (of being an American Indian)." (p. E-11.)
- "Although most students who wanted (career guidance center) information were disadvantaged, services were made available to all who came. Maybe there's too much of a tendency to categorize on the basis of economics or race. Our policy as a staff is to make everything available for everybody; we shy away from pigeon-holing people." (p. E-16.)
- "In a few instances, where students were supposed to need bilingual instruction, they did not." (p. E-32.)
- "We felt an obligation and had a personal philosophy to service any person with special needs, whether or not he precisely met the qualifications." (p. E-34.)

County Offices

Among the total of 6 county office projects, poverty and delinquency each was listed as a criterion for 3; academic low or under-achievement, attendance at continuation school and cultural and/or linguistic isolation, 2 each, and lack of employability skills, one.

In two of the projects (at juvenile delinquency facilities), selection was "automatic;" anyone assigned to the facilities was accepted. Selection in the other projects involved staff identification through observation and review of previous grades, student interview, public agency referral or recruitment.

Interviewees in every one of the projects reported that all students had met the established criteria.

Community Colleges

Among the total of 45 community college projects, academic low achievement or under-achievement was listed as a criterion for 34. Poverty was involved in 25 projects; cultural and/or linguistic isolation in 21, lack of employability skills 18, disadvantagements resulting from physical or mental handicaps 2, age and motherhood, one each.

For the process of selection, 25 projects relied wholly or in part on staff identification through observation and review of previous grades; 22 included interviews, 16 recruitment, 8 public agency referral, 6 beneficiary self-initiation and 2 screening through financial aids office.

Interviewees in 31 of the projects reported that all beneficiaries had met the established criteria. Stated reasons for the 14 exceptions included the following:

- "Although difficult to substantiate, it appeared that a small number of students falsified applications and/or misrepresented their situation in order to obtain program benefits." (See page E-55.)
- "Some (in a modified vocational course) were majors in the regular program." (p. E-60.)
- "Some of the better students also were interested in using the (specialized instructional) materials." (p. E-68.)
- "Since we were making public presentations, we couldn't be sure we were dealing wholly with the disadvantaged." (p. E-74.)
- "There was a lack of any written criteria or even general policy for determining disadvantagement, so I can't give you any assurance that all were qualified." (p. E-82.)
- "Three hadn't declared an occupational major." (p. E87.)
- "Some didn't qualify as disadvantaged but needed help. We tried to provide services where needed." (p. E-93.)
- "I think we had 15% that were above the disadvantaged category. Some of the programs were so attractive that others wanted in." (p. E-95.)
- "Exceptions were made to our age criterion for four persons, because they satisfied all other qualifications. Interestingly, these four were among our most sucessful placements." (p. E-96.)
- "We were recruiting in identified target areas, but we could not be certain everyone was disadvantaged. If they asked for service, we would service them." (p. E-56.)

- "There was very little selection and few turned down." (E-61.)
- "No one has been turned away." (p. E-76.)
- "Some people just walked in (at the tutoring area) and said they needed help." (p. E-77.)

5

PROJECT TREATMENTS

Section 5

PROJECT TREATMENTS

Project grants made possible a wide variety of treatments for disadvantaged students. These treatments were designed to encourage students to enter, prepare them for and assist them to succeed in--as well as to secure employment as a result of--vocational education programs.

The treatments, summarized for each project in Appendix E, ranged from child care for teen-age mothers to complete "package" programs for adults, encompassing recruitment, counseling and guidance, tutoring, entry-level skills training and job placement.

In terms of number of beneficiaries served (and utilizing treatment categories as listed in the state application instructions), the greatest overall focus of attention (see Table 5*) was on provision of tutors, teacher aides and team teachers. In terms of number of projects involved, the leading concentration (see Table 6*) was on specialized counseling and guidance.

Unified and High School Districts

Counseling (combining the vocational and specialized forms) was the most frequently employed treatment among projects conducted by unified and high school districts. This activity was also applied to the largest number of students.

Specialized instructional materials, special instructors or remedial teachers, and self-paced individualized instruction were other major areas of concentration.

In addition to the treatment providing child care for high school mothers by the Berkeley and Hayward unified districts which was noted above, some of the more innovative projects among the total of 36 were for:

*Numbers tabulated from all reporting recipients; not all requested data supplied by every recipient.

Table 5

TOP TEN TREATMENTS PRESCRIBED FOR 1972-73 VEA PART A STUDENT BENEFICIARIES*
(Reported Statistics)

Rank	All Levels	Unified & High School Districts	County Offices	Community Colleges
Number of Beneficiaries Reported	21,518	7,656	577	13,285
1. Tutors, teacher aides, team teachers	45.7%	13.2%	68.1%	63.5%
2. Vocational counselors, recruitment aides	40.4	50.2	41.4	34.8
3. Specialized counseling and guidance	39.1	44.2	87.9	34.0
4. Specialized instructional materials	32.8	43.8	27.6	26.7
5. Special instructors or remedial teachers	24.3	34.5	74.2	16.3
6. Instructional aides, bilingual aides, leaders, interpreters	20.9	19.7	66.6	19.6
7. Prevocational and communication skills	19.5	14.0	70.5	20.5
8. Self-paced individualized instruction	18.6	31.8	23.8	10.8
9. Educational testing and diagnosis specialists	16.2	24.4	68.1	9.2
10. Occupationally oriented field trips	13.3	24.1	28.8	6.4

* Multiple treatments often provided a single beneficiary.

Source: GEA from statistics reported by grant recipients, including some estimates.

Table 6

TOP TEN TREATMENTS REPORTED BY 1972-73 VEA PART A GRANT RECIPIENTS*

Rank	All Levels	Unified & High School Districts	County Offices	Community Colleges
Number of Grants Reporting	70	29	4	37
1. Specialized counseling and guidance	84%	79%	100%	86%
2. Special instructors or remedial teachers	66	72	50	62
3. Specialized instructional materials	61	72	50	54
4. Tutors, teacher aides, team teachers	60	41	50	76
5. Vocational counselors, recruitment aides	59	59	50	59
6. Prevocational and communication skills	56	52	50	59
7. Self-paced individualized instruction	53	55	75	49
8. Curriculum modification	51	41	75	57
9. Instructional aides, readers, etc.	51	55	25	51
10. Bilingual/bicultural instructional aides	41	34	25	49
10. Educational testing and diagnosis specialists	41	48	50	35

* Grant recipients frequently reported multiple treatments.

Source: GEA from statistics reported by grant recipients, including some estimates.

- Placement of students of a Eureka junior high school whose graduates too often do not finish high school in a succession of local business and industry resource locations for career and vocational education motivation purposes, reinforced by follow-up guidance.
- Familiarization of ninth grade minority students living in low-income section of Los Angeles with vocational opportunities existing in the construction industry through a survey course in "Exploring Construction Trades."
- Employment of a bilingual counselor in Madera to work with vocational students and their parents in families which had limited aspirations and inadequate understanding of the need for education.
- Combination of building trades instruction with work experience in renovating a home to provide students of a continuation high school in Auburn with employable skills.
- Inclusion of reading instruction in a special Richmond typing class for students who could not succeed in a regular class because of poor reading skills.
- Re-enrollment in school of dropouts or unemployed young adults at an "alternative education" store-front facility in San Jose which provided them with counseling, individual remedial instruction and job placement or referral to further training provided by community colleges and other agencies.
- Issuance of public transit bus passes to students in Santa Ana who lacked means of transportation to participate in work experience at stations located throughout the city.

County Offices

As was the case with the unified and high school districts, the primary emphasis of county office recipients was on counseling. There were also strong instructional components (vocational, prevocational and remedial), as well as a concerted recruitment thrust in three of the six projects.

Among the more unusual features of the projects were the following:

- Provision of community work experience opportunities for delinquents at an Alameda County juvenile detention facility.
- Reimbursement of car travel expenses to adults living in remote areas of Mendocino County so that they could attend office occupations classes designed to equip them with employable skills.
- Utilization of mobile units with bilingual counselors in Stanislaus and Tulare counties in wide-ranging efforts to identify the interests and aptitudes of disadvantaged persons, and direct them to appropriate vocational programs.

Community Colleges

In terms of numbers of students served, project concentration at the community college level was chiefly on provision of tutors and teacher aides.

As can be seen in the summaries (Appendix E), less than half of the 45 projects were devoted entirely to students already enrolled. Twenty-seven had recruitment components, and 20 combined that activity with counseling and guidance. Fourteen utilized both of these in conjunction with such additional treatments as employability skills training, tutoring, work experience, and remediation in communication and computational skills which were joined into short-term program "packages" designed to prepare unemployed or under-employed persons for suitable jobs.

Offered also in some of these and other programs were placement services; funds for baby-sitters, transportation, emergency expenses, class supplies and textbooks; individualized instruction and teacher aide services.

Among the more unusual projects were the following:

- Outreach efforts, primarily in low-income minority areas, to recruit persons for vocational programs to be offered at a new Contra Costa District college still under construction and scheduled to open the following year.

- Provision of a "package" program for welfare mothers by Grossmont College, with recruitment, counseling, one semester of instruction--plus tutoring and work experience--in core skills for entry-level business office employment and placement. It was reported that approximately 90% of the beneficiaries secured jobs as a result of the program, with "some getting more money than some two-year graduates."

- Concentration by Los Angeles Valley College on breaking down barriers of cultural isolation which had kept disadvantaged students in the Mexican-American community from taking advantage of the college's vocational education opportunities. Partly on the strength of project accomplishments, it was reported, the district has decided to establish a new college in the target area.

- Modification of vocational programs for, and conduct of a community campaign to encourage employers to hire, students at American River College in Sacramento who were both disadvantaged and physically or mentally handicapped.

- A consortium effort by six community colleges serving 14 rural counties in Northeastern California, utilizing student recruiters to contact young adults in remote areas to familiarize them with and encourage enrollment in vocational education programs of the colleges. The consortium had previously determined that a significant percentage of such persons withdrew from the educational and training processes of public education prior to age 18.

- Recruitment and training of unemployed, unskilled persons by West Hills College in Fresno County for dairy farm work, with the reported result that 27 of the 33 enrolled were placed in dairy jobs at monthly salaries ranging from $700 to $1,000.

6

ACCOMPLISHMENT OF PROJECT OBJECTIVES

Section 6

ACCOMPLISHMENT OF PROJECT OBJECTIVES

Most projects were rated favorably on achievement of objectives. Accomplishments in relation to objectives (Table 7) were judged acceptable or better on 88% of the rated projects, good or excellent on 72%. Only 11% were rated below expectations and 1% poor.

Table 7

1972-73 VEA PART A PROJECT ACCOMPLISHMENTS IN RELATION TO OBJECTIVES
(As Rated by Professional Interviewers)

Interviewer Rating	Unified & High School Districts (N=35)	County Offices (N=6)	Community Colleges (N=44)	All Levels (N=85)
Excellent	20%	17%	12%	15%
Good	54	17	64	57
Acceptable	17	50	11	16
Below Expectations	9	16	11	11
Poor	0	0	2	1
Total	100%	100%	100%	100%

Source: GEA airport post-interview rating forms.

Ratings by interviewers at airport locations were based on oral and documentary information supplied by the recipient representative, in comparison with objectives cited in the project application.

Validation visits subsequently conducted in connection with 11 of the projects (at 10 recipient sites) generally confirmed the post-interview ratings. Recipients visited were Grossmont Union High School District, Modesto High School District, and Santa Ana and Stockton unified school districts, the Alameda County School Department, Cerritos, Long Beach, Los Angeles and Merced community college districts and Siskiyou Joint Community College District. Findings of researchers at visits are discussed on following pages. Details by individual projects are shown in Appendix E.

The post-interview ratings were further supported by independent ratings made by validation visit interviewees. These interviewees included students, professional staff, employers, paraprofessionals, advisory committee members and other persons knowledgeable about the projects. Of the 283 persons involved in such ratings (see Appendix D-2), 85% considered accomplishments either good or excellent, 11% fair and 4% poor.

(Actually, findings by researchers and ratings by interviewers in the validation visits did more than corroborate the ratings which resulted from the meetings with recipient representatives. They attested, in high degree, to the professionalism, frankness and candor of the representatives in appraising projects for which they generally had been personally responsible.)

Finally, there is additional substantiation of project accomplishments in the tabulations of treatment results contained in Appendix D-3. The data are by no means complete, because institutional follow-up procedures in many cases are not geared to the obtaining of full coverage and detailed information, yet the partial figures are nonetheless informative. Thirty-eight percent of the beneficiaries (representing 45% of all those on whom follow-up data were recorded) were continuing in vocational education. Nine percent (or 11% of the follow-up total) had completed the program and obtained a job. An additional 8% (or 10% of the follow-up total) were among those classified as program dropouts, but they too had obtained a job.

Post-Interview Ratings

The post-interview overall ratings of projects, previously discussed and shown in Table 7, were based upon 85 rather than 87 grants.

Two projects could not be rated. Reasons given by the research professionals were that, in one case (see page E-2), the grant recipient representative interviewed "was very new to the job, and the previous administrator left one small file containing some scribbled notes as his legacy," and in the other case (page E-77), the only evidence of accomplishment was "some forms turned in by instructors which gave no quantitative data."

Unified and High School Districts

Twenty-six of the 35 rated projects of unified and high school districts were considered either good or excellent. Nineteen were in the former category, 7 in the latter.

Acceptable ratings were given to 6 projects, below expectations to 3. None received a poor rating.

Commendatory notes were added by the research professionals to several high-rated projects. These remarks included the following:

- "Fifty of 52 high school mothers finished their high school education with the assistance of this project." (Berkeley Unified School District)
- "With one minor exception, all objectives were fully achieved or exceeded." (Kern Joint Union High School District)
- "It is my understanding that most objectives were fully achieved, even though the grant approved was just about a third of what had been requested. Not only did the district not change the objectives because of this reduction, they even undertook several additional activities not shown in the application." (Salinas Union High School District)
- "This project, in my opinion, was outstanding. The interviewee stated that they averaged, with approximately 40 hours of instruction, two years of communication skill growth." (Stockton Unified School District)

Explanations also were given by the research professionals for ratings of acceptable or below. These explanations usually were linked closely to interviewee responses recorded by the professionals. Selected examples are as

follows (with "I" denoting the interviewee or grant recipient representative and "R" the research professional):

- (I) "Some people just didn't take advantage of the service, so some went down on score." (R) "The goal of a 1.25-year improvement (in mathematics grade level) is probably unrealistic, considering the students involved." (See page E-9.)
- (I) - Quoted as saying his understanding was that the state people didn't want to make an issue of the situation. (R) "Some of the funds appear to have been used for a purpose not indicated in the objectives. We have no basis to judge whether this was a true diversion, or merely a report from a participant who didn't know the whole picture and misunderstood." (p. E-6.)
- (I) "We had to start on faith alone, since we didn't know what the funding would be, so we scaled down the number of students at the outset. By the time notification of funding was received, the program was in operation and staffed; therefore, the decision was to concentrate on high program quality and not recruit more students." (R) "For students involved, results were excellent, but the number of students served was well below the proposed number." (p. E-13.)
- (I) "Some of the objectives were unrealistic; one year's limited program can't have that much impact." (R) "The objectives were much too ambitious, even if the project had been fully funded, which it wasn't." (p. E-29.)
- (I) "It is difficult to identify how this project really helped disadvantaged students make it who had been unable to succeed in vocational programs, but the project did keep the kids in school." (R) "No statistical data available, so it's hard to say." (p. E-4.)

County Offices

Three of the six county office projects were rated acceptable; one each, excellent, good and below expectations.

The following note was added in connection with a high-rated project:

- "We're dealing here with delinquent girls who were provided an office education program. I was told that of 70 girls involved, 21 graduated with high school diplomas by the end of the year and, as of mid-summer 1973, 22 were employed in business-related fields." (Contra Costa County Superintendent of Schools Office)

Selected examples of interviewee ("I") and research professional ("R") comments regarding lower-rated projects are as follows:

- (I) "I don't think that could have been achieved, because some students are only in the school a week or a month and then they're sent back to their own homes and schools." (R) "The objective of equipping each student (in a court-related school) with entry-level job skills was very unrealistic." (p. E-42.)
- (I) "Project objectives were not met in job placement. Three other objectives were met, but I don't know the degree." (R) "I really have no feel for this. The interviewee said he believed the project to have been a success. The written evaluation said it was worthwhile. But data are not available, and the opinions are fuzzy." (p. E-45.)

Community Colleges

Thirty-three of the 44 rated community college projects were considered either good or excellent. Twenty-eight were in the former category; 5 in the latter. Acceptable ratings were given to 5 projects; below expectations also to 5. One project was rated poor.

Notes were added in connection with the following high-rated projects:

- "The reported results (of a short-term instructional program in core skills for business office employment) were that approximately 90% of the beneficiaries were placed on jobs and that some of them were now getting more money than some two-year graduates." (Grossmont Community College District)
- "My understanding is that all measurable performance objectives were completely achieved and that of 261 beneficiaries, only 7 dropped out." (Los Angeles Community College District)

- "Accomplishments in this first year appeared to surpass expectations. On a long-term basis, the district has not only supported but expanded the program. This is a positive indication of success and local commitment." (Rancho Santiago Community College District)

- "Interviewee statements and the written project evaluation both indicated people were helped to get into school, stay in school and get a job; that the district was successful with far more students than previously." (San Diego Community College District)

Selected examples of interviewee ("I") and research professional ("R") comments regarding lower-rated projects and one not rated are as follows:

- (I) "There was a lack of cooperation from others and a lack of my being able to devote enough time." (R) "Apparently internal conflict, lack of campus-wide commitment, conflict over definition of 'vocational student' and a myriad of other problems caused the project to flounder to some degree and not achieve its intended objectives." (p. E-50.)

- (I) "One of the weaknesses of the program was relying on regular instructors to do this as an extra load." (R) "I would be inclined to rate this higher (than 'acceptable') but the number of students served fell considerably short. In my opinion, this diminished the quality of the overall project, despite the fact that all other objectives were met or exceeded." (p. E-54.)

- (I) "It seems that positions were awarded on the basis of the most powerful group. The results of this project were mainly in the area of learning what should not be done." (R) "Problems of political pressures, minority unrest and poor personnel selection caused a deterioration in project performance." (p. E-58.)

- (I) "We fell short; the chief reasons were the timing and the restriction of the funds." (R) "Even though the funding was at a reduced level, it came so late the district was able to use only part of it." (p. E-69.)

- (I) "I think we didn't do too well, and I felt bad about not meeting the objectives." (R) "The results were considerably below the objectives set in the project. There was no indication that strategies had been changed when it was indicated accomplishments were not on target." (p. E-74.)

- (I) "I feel that we worked well with students, but we could do more if there was more continuity--in funding, for example. Students ask, 'Is there going to be a program next fall?' I have to tell them, 'No.' Uncertainty affects them, and the staff too." (R) "The classes appear to have succeeded, to some degree. However, the lack of funding continuity and follow-up impairs the program. I don't feel that much of the blame should be shouldered by the institution." (p. E-84.)

- (R) "Although development of an auto-tutorial package appeared to be well accomplished, the intent to service disadvantaged students seems not to have been responsibly and conscientiously followed. The proposal and the actual project are not the same. I believe this constitutes unethical behavior on the part of the college, but would have to say that probably the outcome will help disadvantaged students succeed in occupational education." (p. E-88.)

- (I) "The project was overly ambitious. We have continued this in the present year (1973-74) and are just getting to our result. The time was too short and the population too spare." (R) "Admittedly a failure." (p. E-90.)

- Not rated. (I) "With what the teachers say, we feel we have succeeded in the project." (R) "It is impossible to rate this project realistically. The only evidence of accomplishment was some forms turned in by instructors which gave no quantitative data and contained a few remarks on the value of the program. The interviewee could not estimate the increase in number of students completing vocational objectives nor the reduction in the number of failures or dropouts. I feel that some of the blame for this situation must rest with the state. The performance objectives submitted and approved are not measurable and therefore do not lend themselves to evaluation." (p. E-77.)

Validation Visits

Findings resulting from 10 of the 11 project validations were in general concurrence with information reported in earlier interviews by grant recipient representatives. They also supported the post-interview ratings made by the research professionals.

In the one case where an appreciable difference was noted, the resultant decision by the visiting researcher was that the project really deserved better than the poor rating and failure classification that had previously been assigned.

Unified and High School Districts

All four validation visits corroborated the earlier interviews.

Special commendation was paid to a communication skills remediation program conducted by Stockton Unified School District. In the site visit team's judgment, "the program has great merit; it is the kind of thing that should be supported and disseminated to other parts of the state."

Among project strengths noted at one or more of the visits were: enthusiasm and dedication of project personnel, definite responses to identified vocational education needs, involvement of vocational education instructors not directly associated with the project, high degree of student interest, evidence of improvement in grades, support of administration in funds and energies, excellence of record-keeping and follow-up systems, numbers of students served, project acceptance and excellence of project facilities.

Among project needs for improvement noted at one or more of the visits were: inadequacy of internal communication about (and involvement in) the project, lack of results orientation in project design which hampered the gathering of data on student benefits and imprecision of selection criteria which allowed for misunderstandings and confusion.

County Office

Findings at the single county office project site visit validated the interview.

Site visit team members noted the capability and dedication of the staff and on the other hand, commented that there was a general lack of staff understanding that they had been involved in any specially funded project.

The team's report had this concluding statement: "This is a program (in a juvenile detention facility) that can make real impact with some students, some impact with some and perhaps little or no impact with others. But no matter how few it may really turn around in life, those few certainly make it worthwhile."

Community Colleges

Findings at five of the six community college project site visits validated the interviews.

At the sixth (see page E-90) the researcher learned that while the post-interview project rating of poor was entirely supported by one-third of the participating institutions, there was some limited success to the program in the other two-thirds. Further, he said that while the program was characterized in the interview as a failure, "it turns out that they actually learned a lot about how to conduct (it), and each (participating institution) is presently continuing in a manner they characterize as successful."

Among project strengths noted at one or more of the visits were: effective outreach activities, innovative ideas, commitment and enthusiasm of project personnel, quality of remediation materials and their relevance to vocational subject matter, excellent use of diagnostic testing processes, rapport between project personnel and students, administrative and community support, interest exhibited by faculty not directly involved in the project, effectiveness of teacher aides and student retention success.

Among project needs for improvement noted at one or more of the visits were: lack of adequate records, inadequate provisions for follow-up, insufficiency of trained and qualified staff for a project activity and inadequate project facilities.

7

VALIDITY OF PROJECT OBJECTIVES

Section 7

VALIDITY OF PROJECT OBJECTIVES

All rated project objectives were considered either fully valid or valid in part (about 85% the former, 15% the latter), both as to legal intent and contextual need. (See Table 8.)

As was the case with determination of accomplishment of objectives discussed in Section 6 of this report, each validity rating was assigned by a research professional immediately after his or her interview with a grant research recipient.

Site visits subsequently conducted in connection with 11 of the projects (at 10 recipient sites) generally confirmed the post-interview ratings. In one instance, an additional reason for rating the project less than fully valid was discovered. In another instance, a question that had been left unresolved at the time of the interview was answered. Findings of researchers at these visits are treated on following pages. Details by individual projects are shown in Appendix E.

Post-Interview Ratings

In no case was a rated project deemed not at all valid. All projects not rated fully valid were rated valid in part. This latter category accounted for 14% of the legal intent ratings and 15% of the contextual need ratings.

One project (unified district--page E-2) could not be rated as to either legal intent or contextual need, because the grant recipient representative interviewed had not been a member of the institution staff during 1972-73 and had been left only scant documentation of any type relating to the project.

One other project (community college--p. E-71) could not be rated as to legal intent. The reason given by the research professional who conducted the interview was that apparently a Part B project had been conducted concurrently in the same general field, and "I am confused here because of Part B overlap; really dealing with primarily physical disabilities; disadvantaged derived from this."

Table 8

VALIDITY OF 1972-73 VEA PART A PROJECT OBJECTIVES
(As Rated by Professional Interviewers)

a. IN TERMS OF LEGAL INTENT

Interviewer Rating	Unified & High School Districts (N=35)	County Offices (N=6)	Community Colleges (N=44)	All Levels (N=85)
Fully Valid	89%	83%	84%	86%
Valid in Part	11	17	16	14
Not Valid	0	0	0	0
Total	100%	100%	100%	100%

b. IN TERMS OF CONTEXTUAL NEED

Interviewer Rating	Unified & High School Districts (N=35)	County Offices (N=6)	Community Colleges (N=45)	All Levels (N=86)
Fully Valid	94%	100%	76%	85%
Valid in Part	6	0	24	15
Not Valid	0	0	0	0
Total	100%	100%	100%	100%

Source: GEA airport post-interview rating forms.

Unified and High School Districts

Thirty-one of the 35 rated projects of unified and high school districts were judged fully valid as to legal intent; the other four, valid in part.

Thirty-three projects were rated fully valid as to contextual need; the other two, valid in part.

Research professionals' explanations for the valid in part ratings included the following:

- (Legal intent and contextual need) - The grant recipient representative stated that the original aim to train female enrollees for employment was "unrealistic," since the students proved to be more interested in the subject matter in terms of marriage and motherhood than in occupational preparation, but that the project did succeed in providing a needed community service and a relevant learning situation. The representative added that, as the direction of the project evolved from vocational to home economics instruction, it was "maybe more suited to Part F (consumer and homemaking education) than Part A." In considering the contextual aspect, the research professional concluded there had been no determination of labor market need. (See page E-4.)
- (Legal intent) - The project objectives were "somewhat vague" in relation to helping disadvantaged students succeed in regular vocational programs. (p. E-16.)
- (Legal intent) - Forms submitted regarding the beneficiaries "did not indicate handicaps for many." (p. E-32.)
- (Contextual need) - The objectives as stated in the application complied with legal intent, but the conduct of the project was not strictly in keeping with the spirit of the proposal. The grant recipient representative stated that, under certain circumstances, "Rich Boy Jones" could be considered just as disadvantaged in connection with project participation as a low-income student, even though payment of specified expenses from project funds was the only critical service provided. The research professional commented, "Some serious questions could be raised as to the legality of Part A

expenditures for a student in the 'Rich Boy Jones' category" in this kind of project. The parents of such a boy, the professional observed, would be "more than able" to pay the expense for their child. (p. E-36.)

County Offices

Five of the six county office projects were rated fully valid as to legal intent; the sixth, valid in part.

All six were rated fully valid as to contextual need.

The research professional's qualifying comment regarding the valid in part rating was as follows:

- (Legal intent) - "The grant recipient representative stated that his current year (1973-74) application was disallowed on basis of the state's interpretation of requirements for Part A. He was soliciting (in a mobile vocational guidance unit) all disadvantaged students and servicing those who had potential. The state said it had to be restricted to vocational education enrollees, also that there was a three-year limit on any single project. He meets requirements of disadvantaged youths; however, he is not specific to vocational education. I believe his bending of 'legal' is well justified, as did the state originally." (p. E-47.)

Community Colleges

Thirty-seven of the 44 rated community college projects were judged fully valid as to legal intent; the other seven, valid in part.

Thirty-four projects were rated fully valid as to contextual need; the other 11, valid in part.

Research professionals' explanations for the valid in part ratings included the following:

- (Legal intent and contextual need) - Concerning the former, "the breakdown came in defining 'vocational student' as anyone taking an occupational class and in providing tutorial help for any class which the individual was failing, whether or not related to any

sequence of occupational courses leading to preparation for work." Concerning the latter, "student and community need seemed to provide a base for the project; however, the lack of campus support and commitment indicated there were some problems in terms of universally accepted needs." (p. E-50.)

- (Legal intent and contextual need) - One component seemed "questionable" because it involved management and supervisory skills instruction for people already employed. (p. E-61.)
- (Contextual need) - "It was difficult to identify specific conditions and community concerns that led to this specific priority." (p. E-66.)
- (Legal intent and contextual need) - Rating given "principally because it appears possible to achieve the stated objectives under alternative titles (funding). I was given the impression that the issue was simply one of finding funds." (p. E-72.)
- (Legal intent and contextual need) - Concerning the former, "there did not appear to be any clearly thought through avenues for reaching the disadvantaged but rather a 'mass contact' approach that would hopefully include some disadvantaged." Concerning the latter, "was not developed out of specific concerns voiced by the community but rather from a need identified by the college, i.e., not enough area students considered the college in their future planning and the ethnic student population was not on parity with the community." (p. E-74.)
- (Legal intent and contextual need) - Concerning the former, "although the objectives were valid, the method of selecting student participants does not comply with legal intent;" the grant recipient representative had stated that, to his knowledge, criteria as cited in VEA instructions were not utilized. Concerning the latter, "one could not totally question this project's contextual validity; however, it is possible that the college was neglecting problems more important to the community by not consulting community representatives. While the proposal mentions advisory committees, no indication was given that they supplied input." (p. E-82.)

- (Contextual need) - "The nature of the performance objectives (not stated in measurable terms) for this project makes a determination of contextual need difficult. In addition, the lack of identification criteria could mean that a 'B' student trying for an 'A' could avail himself of the tutoring offered. Without criteria, it is impossible to determine how many of the students served are truly disadvantaged per VEA criteria." (p. E-77.)
- (Contextual need) - "Seemingly, the needs of the community are being met. However, there was a lack of community input, in my opinion, in the development stage. One might wonder if the objectives would have been different, had more community participation been sought." (p. E-87.)
- (Legal intent and contextual need) - Concerning the former, "the proposal and actual project are not the same. The interviewee (and two other instructors) were called in, told there were these grant monies and what intended for, and asked which one wanted to use funds to develop a project. I believe this constitutes unethical behavior on the part of the college, but would have to say that probably the outcome (development of individualized instruction materials) will help disadvantaged students succeed in occupational education." Regarding the latter, "the project was not necessarily identified to service disadvantaged students." (p. E-88.)
- (Contextual need) - "There was not a clear indication that a true community needs assessment and selection criteria had been established and implemented." (p. E-58.)

Validation Visits

Findings resulting from all site visits generally supported the validity ratings made by research professionals following their earlier interviews with grant recipient representatives.

In one case where an interview question had been raised (as noted above) regarding the payment of "Rich Boy Jones" expenses from project funds, information gained during the visit clarified the situation. The site visit team reported district personnel were "very open" about the matter and

stated the definition of disadvantagement they had used in the project was cleared with a state official before the project was written. The team chairman added, "So the district was not trying in any way to be subversive. They went ahead, based on state approval of the definition and, in fact, have been refunded this year (1973-74) for the same project."

Unified and High School Districts

At one institution, an absence of clearly defined criteria for selection of beneficiaries was noted.

County Office

No discrepancies were found with the post-interview rating or the information supplied by the grant recipient representative upon which the rating was based.

Community Colleges

An additional reason was discovered at one college for the post-interview ratings of valid in part. The project coordinator, through inadequate knowledge, had wrongly categorized students as "vocational" and "prevocational." As a result, it was determined that 19 of the 33 beneficiaries available for interview during the visit belonged in neither category. Team members concluded that this resulted in a lack of solid vocational education thrust to the project "which cannot be remedied without greater staff knowledge concerning the nature of vocational and prevocational education, and VEA provisions."

Also noted during other visits were: no discernible evidence of criteria for beneficiary selection, lack of organized needs assessment that could justifiably set a priority for the project and insufficient community input.

8

EFFECTIVENESS OF STATE ADMINISTRATION

Section 8

EFFECTIVENESS OF STATE ADMINISTRATION

Most recipients believe the state did an effective overall job in administering 1972-73 VEA Part A funds. Seventy-six percent of the grant recipient representatives so responded (9% excellent; 39% good; 29% acceptable), as shown in Table 9. About one in five (18%) gave a rating of below expectations and 6% poor.

In terms of administrative specifics, 81% of the respondents indicated no improvement needed in "assistance in project operation;" 80% checked the same response in relation to "application guidelines;" 79% in "assistance in proposal preparation," 67% in "proposal requirements" and 60% in "schedule for payment of funds."

On the other hand, 85% of the respondents checked some or much improvement needed in "schedule for notification of grant awards," 67% in "schedule for requesting application," and 53% in "schedule for submission of applications." However, several respondents commented that they believed these timeline areas were largely out of the control of the State Department of Education and the Chancellor's Office of the Community Colleges.

In addition to their ratings and accompanying amplifying statements, many respondents commented on major strengths they perceived in the state's administration of project funds. Details of the ratings and respondent comments are shown as Appendix F.

Grant recipient representatives interviewed by research professionals also overwhelmingly approved the administration's use of the personal interview method of evaluation employed in this study. Although no rating scale was used, analysis of the representatives' responses to a question asking their judgment on the method indicated that 72 of 84 respondents (86%) considered it good or excellent.

Overall Administration

Acceptable or better ratings of the state's overall project fund administration were somewhat higher at the community college level (86%) than

Table 9

EFFECTIVENESS OF STATE ADMINISTRATION OF 1972-73 VEA PART A GRANTS

(As Perceived by Grant Recipient Representatives)

a. OVERALL RATING

	Unified & High School Districts (N=35)	County Offices (N=6)	Community Colleges (N=43)	All Levels (N=84)
Excellent	9%	0%	9%	8%
Good	20	67	51	39
Acceptable	34	17	26	29
Below Expectations	31	0	9	18
Poor	6	16	5	6
	100%	100%	100%	100%

b. RATING BY ADMINISTRATIVE ACTIVITY
(Shown in rank order of Improvement Needed)*

Rank	No Improvement Needed	Some Improvement Needed	Much Improvement Needed	Don't Know	Not Applicable
1. Assistance in Project Operation (N=84)	81%	11%	6%	0%	2%
2. Application Guidelines (N=65)	80	17	1	2	0
3. Assistance in Proposal Preparation (N=83)	79	11	10	0	0
4. Proposal Requirements (N=83)	67	27	5	1	0
5. Schedule for Payment of Funds (N=78)	60	10	17	12	1
6. Schedule for Submission of Application (N=81)	47	33	20	0	0
7. Schedule for Requesting Application (N=84)	32	38	29	1	0
8. Schedule for Notification of Grant Awards (N=80)	15	30	55	0	0

* For detail by educational level, see Appendix F.

Source: Confidential rating forms completed by grant recipient representatives.

among respondents for county offices (84%) or unified and high school districts (63%).

Assistance in Project Operation

Only 17% of the respondents rated project operation assistance as needing improvement.

Amplifying comments included the following:

Unified and High School Districts. "Recommend more frequent contact to provide more coordination and back-up."

County Offices. "Monitoring was quite adequate during the first year, but was inadequate during the remaining time."

Application Guidelines

Only 18% of the respondents felt improvement was needed in application guidelines.

Amplifying comments included the following:

Unified and High School Districts. In an attempt to improve previous instructions, which were sometimes "vaguely stated," the writers of the 1972-73 guidelines produced instructions that were so definitive as to result in a "contrivance devoid of some of the essence of the concept."

County Offices. The guidelines "do not meet local needs."

Community Colleges. "Difficult to read and tend to complicate production."

Assistance in Proposal Preparation

Only 21% of the respondents rated proposal preparation assistance as needing any improvement.

Amplifying comments included the following:

Unified and High School Districts. With the current proposal structure and degree of state assistance, "it is a disadvantage for small districts to have to compete with professional project writers of the larger districts." "State-level staff input was shallow." "Regional offices do not have the manpower to help."

Community Colleges. "The need (for additional assistance) may be the result of local institutional fault as well as that of the Chancellor's Office; I believe the positive contact with the area representatives will correct this."

Proposal Requirements

Thirty-two percent of the respondents rated proposal requirements as needing improvement.

Amplifying comments included the following:

Unified and High School Districts. "The amount of staff time required to write, implement and evaluate a $5,000 project is the same as for a $100,000 project. Too often, much-needed projects which are inexpensive are not submitted because it takes too much staff time to carry them out. What I'm suggesting is that projects under $20,000 should only require a minimum of paperwork."

Community Colleges. "A series of seminar/workshops would be most helpful." "Should include only those parts which have essential information not previously provided." "Too restrictive on use of funds for capital outlay."

Schedule for Payment of Funds

Three of the six county office respondents rated the payment schedule as needing much improvement. Considerably more favorable ratings came from the unified and high school districts, and the community colleges.

Amplifying comments included the following:

Unified and High School Districts. "Recommend an installment plan of payments on at least a quarterly basis."

County Offices. "Took eight or nine months."

Community Colleges. "Funds must be released so program expenses can be met on time."

Schedule for Submission of Applications

Sixty-eight percent of unified and high school district respondents rated the submission schedule as needing improvement. The percentage ratings from county offices and community colleges were 33 and 42, respectively.

Amplifying comments included the following:

Unified and High School Districts. "Deadlines should be earlier" for better program planning and operation. A timetable of all steps of the process should be "widely distributed as early as possible."

Community Colleges. "Change the submission dates to early spring."

Schedule for Requesting Application

While most respondents were not satisfied with the application request schedule, the lowest rating by a marked degree came from persons at unified and high school districts, 48% of whom checked much improvement needed.

Amplifying comments included the following:

Unified and High School Districts. "Sometimes even the state doesn't know the schedule." "Timeline is too short from initial notification to submission deadline." "Applications must be sent during the January or February preceding the school year in which the project is to be implemented."

County Offices. "Should be earlier in the school year." "Applications arrive too close to the deadline."

Community Colleges. "They give it to us too late." "Delayed by federal funding and State Printing Office; outside control of Chancellor's Office."

Schedule for Notification of Grant Awards

Ninety-four percent of unified and high school district respondents rated the notification schedule as needing improvement. The percentage ratings from county offices and community colleges were 83 and 79, respectively.

Amplifying comments included the following:

Unified and High School Districts. Notification often comes after the program is supposed to start. Notification takes "an unually long time to

arrive; one rejection letter took 5½ months." Late notification "affected outcome noticeably."

County Offices. Notification received "as late as April for a project ending in June."

Community Colleges. "The federal government should release funds a year in advance, so July 1 projects could start on July 1." "It is terrible to be told in late February that you are funded. We realize the 'Feds' are primarily responsible."

Miscellaneous

"Could projects be funded for two or more years? Annual disruptions of funding and operations are damaging."

"Ongoing projects receive very low priority, whether excellent or poor. Each project should be measured on its effectiveness, not on its years of operation."

Personal Interview Evaluation Method

Approval of the personal interview method utilized in evaluating Part A projects for 1972-73 ran highest among respondents from community colleges, and unified and high school districts.

In the former group, analysis of responses determined that 38 or 43 regarded the method as good or excellent, 3 acceptable and 2 poor. In the latter: 32 good or excellent, 2 acceptable, one poor.

The six county office responses were evenly distributed among the three categories: 2 good or excellent, 2 acceptable, 2 poor.

Among the 72 respondents who considered the personal interview evaluation method good or excellent, there were these comments:

- "This way you can get a more personal description of the project and its results."
- "It's the most sensible method I've come across. You have a chance to sit down and discuss the fine points. You can cover in an hour what would take two or three days to put down on paper."
- "The idea of a neutral agency interview is excellent."

- "I think it's very good. I'd like to see more of it, because I believe in accountability and I see very little of that in education."
- "Excellent. When you're playing the paper game, you can beat it. Eye to eye, you get a sense of commitment."
- "I like the informality."
- "Very effective, efficient type of procedure."
- "I think it's good. It helps us see the importance of guidelines."
- "I appreciated receiving the information well in advance and being given a choice of forms to complete."
- "A reasonable approach. There was nothing unreasonable time-wise or in materials sought."
- "The only way to go; you need interviews to get to the truth."
- "I love it. I especially appreciate the opportunity to sit down with someone, face to face, and talk about our little project."

Among the five respondents who disapproved of the personal interview method, there were these comments:

- "It's a waste of time. Submission of appropriate documents should be sufficient. If the documents were insufficient, an interview could be scheduled.
- "If the State Department wants to do this, they should add funds to the project to cover the cost. All this work has probably cost my office $300."
- Interviews can be biased, and you only get surface statistics."
- "Why not send out a questionnaire and let me send a recording back? To talk 30 minutes here takes me 10 hours."

Suggestions for future improvement included the following:

- "Would have been more effective if other project personnel were allowed to participate in the interview."

- "The forms (for evaluation) change from year to year. We need to gather data. Would be easier if we knew (at the start of the project) what data were going to be expected."
- "Recommend that the evaluation be done immediately following the completion of the project."
- "More site visits should be included."
- "You ought to do it at the beginning of the project, as well, to determine what the staff intends to do."
- "Be sure to allow adequate time both to obtain answers to all questions and to provide opportunity for project people to say everything they want to say."

Vital to the success of personal-interview evaluation where only one interviewee represents a district is, of course, that person's intimate and comprehensive knowledge of the project. On this score, the research professionals rated 80% of the 1972-73 project interviewees good or excellent. (See Table 10.)

Table 10

INTERVIEWEE KNOWLEDGE OF 1972-73 VEA PART A PROJECT
(As Rated by Professional Interviewers)

Interviewer Evaluation	Unified & High School Districts (N=35)	County Offices (N=6)	Community Colleges (N=45)	All Levels (N=86)
Excellent	31%	33%	47%	39%
Good	43	33	40	41
Acceptable	20	17	11	15
Below Expectations	6	17	2	5
Poor	0	0	0	0
Total	100%	100%	100%	100%

Source: GEA airport post-interview rating forms.

Major Strengths of State Administration

Just as respondents were unreluctant about suggesting areas of needed improvement, so too were they unhesitant about giving credit where they believed it due.

Literally scores of grant recipient representatives took the time to pay general, and sometimes personal, tribute to the men and women of state administration offices, both in Sacramento and regionally, with whom they were in contact on Part A projects or whose efforts helped make those projects possible.

Commendations included the following:

Unified and High School Districts. "Local representatives extremely helpful." "State staff highly competent, willing and supportive." "Appreciate the freedom we are provided in type of program to establish and in operating the program." "The administration facilitates district innovations; districts are asked to be creative; no one answer or avenue is allowed to serve as a panacea." "A tremendous amount of work is conducted by a limited staff." "Conscientious, dedicated, efficient and accessible people who are pleasantly cooperative." "Money is spent where it is supposed to be spent."

County Offices. "The state did not have a preconceived set of activities or strategies by which funds were to be used. After intellectual and fiscal trust had been established, the LEA (local education agency) had some freedom to test new approaches and concepts." "Good assistance from state staff when needed."

Community Colleges. "The freedom to innovate has been extremely valuable." "The state has taken a positive viewpoint in broadening the concept of the disadvantaged under Part A; the cooperation and assistance provided by the Chancellor's Office is appreciated." "The major strength is that there are very tight controls on the administration of these funds." "The Chancellor's reps have always been very helpful and dependable." "The feeling from this institution is most positive." "With relation to the Chancellor's Office, their major strength is their knowledge of the regulations that affect the implementation and operation of projects." "The planning and cooperation of the regional staff has been excellent."

Appendix A

PROJECT RESEARCH TEAM

Appendix A

PROJECT RESEARCH TEAM

KAREN BRADSTREET	Administrative and Research Associate, George Ebey Associates: administration of field interview centers, data analysis, report preparation
EDWARD BRATSET	Consultant in Vocational Education: airport location interviews, site visit interviews and analysis, summary findings and suggested actions
GEORGE EBEY	Project direction, project planning and design, report authorship, airport location interviews, site visit interviews and analysis
KAY GRAHAM	Administrative and Research Associate, George Ebey Associates: administration of field interview centers, data analysis, report preparation
ROBERT HARKER	Senior Consultant, Systems Development and Evaluation: project planning and design, airport location interviews, site visit interviews and analysis, summary findings and suggested actions, report review
FREDERIC HOWELL	Consultant in Design and Evaluation of Programs for Disadvantaged: airport location interviews, site visit interviews and analysis, summary findings and suggested actions
JOHN HUBBARD	Senior Evaluation and Communications Consultant and Principal, George Ebey Associates: report authorship, airport location interviews, site visit interviews and analysis
SHIRLEY McGILLICUDDY	Consultant in Education and Management: airport location interviews, site visit interviews, site visit interviews and analysis, summary findings and suggested actions
WILLIAM PETERS	Assistant Director, Urban/Rural Project, Stanford University: airport location interviews, site visit interviews and analysis, summary findings and suggested actions
ELIZABETH PRENTICE	Research Assistant, George Ebey Associates: data tabulation
DAVID ROBLES	Deputy Director, Economic & Social Opportunities Inc.; airport location interviews, summary findings and suggested actions

Appendix B

METHODOLOGY

Appendix B

METHODOLOGY

The central thrust of the research design, as in the case of a previous study,* was twofold: (1) a personal interview with a knowledgeable representative of each grant recipient at a location convenient for him (called airport interviews because of the interview location at a hotel or motel near an airport) and (2) site visits to an approximately 10% sample, primarily for the purpose of validating these interviews. Both of these methods required careful planning and organization--a broad term encompassing scheduling, development of procedures and instrumentation, and the briefing and training of personnel. Following the interviews and validation site visits, data analysis and synthesis were required as a basis for preparation of the written report. Thus, methodology may be described within the format of four broad categories: planning and organization, airport interviews, site visits, and data analysis and report.

Phase I: Planning and Organization

1. As specified in the study plan, at the outset close liaison was established with client representatives and maintained throughout the course of the study. The chief client representatives were the Evaluation Consultant of the Vocational Education Support Unit, California State Department of Education, and the Evaluation Specialist of the Division of Occupational Education, Chancellor's Office, California Community Colleges. The project director was the chief liaison representative for George Ebey Associates.

2. Three planning sessions were held between client representatives and the project director and associate project director for the purpose of discussing and agreeing upon detailed schedules, procedures, and instrumentation. Since client representatives shared in the management of the project, these planning sessions were not only necessary but proved to be extremely useful. This part

*URS Research Company, Vocational Education Special Grants Evaluation 1970-71, prepared for Vocational Education Section, California State Department of Education, and Division of Occupational Education, California Community Colleges, September 1971.

of the project was facilitated by the client's having stipulated in the proposal request what the client's and the contractor's respective responsibilities would be. To complete data gathering prior to the conclusion of the school year the following general schedule of activities was planned:

- April 11 - Team briefing and planning meeting.
- April 15 through 25 - Airport interviews.
- May 2 through 17 - Site visits.

3. Project files were developed on all 87 grants and number coded for ready identification of all material relating to each grant. Pre-interview mailings were made to all grant recipients, informing them of the objectives of the study, the procedures to be followed, and the data desired to meet study objectives. Prior to the interview, they were requested to send for their file (a) a copy of their 1972-73 VEA Part A project proposal and (b) a copy of their claims for reimbursement if different from the budget in their proposal. In addition they were asked to complete two forms, one on their perceptions of the "Effectiveness of State Administration of VEA Part A Funds," the other on student characteristics and treatments of VEA Part A beneficiaries. These forms they were asked to bring to the interview, along with other readily available materials pertinent to the objectives of this study, such as their letter of notification, showing the amount of funding and date of notification; their institution's most recent ethnic survey; their procedure for qualifying students as disadvantaged; written reports, if available, pertinent to project evaluation; and the best readily available published summary describing the characteristics of their district, community, and, if applicable, their individual school or college. They were apprised that all material would become part of their project file and, except for their confidential ratings of the "Effectiveness of State Administration of VEA Part A Funds," would be available to the client at the conclusion of the study.

4. A one-day planning and briefing meeting was held for all professionals assigned to the project. The meeting was conducted jointly by client representatives and the project director. It was attended by nine George Ebey Associates research team members and by four client representatives. Several days prior to the meeting, each professional received a packet of materials, which included:

the study objectives and other essential excerpts from the study proposal; a copy of VEA Part A guidelines, "Instructions for Preparing and Submitting an Application for Funds under Part A of the Vocational Education Amendments of 1968, for Use in the 1972-73 School Year"; pre-interview correspondence which had been sent to grant recipients requesting information, including instruments to be completed; detailed information on interview assignments; and standard procedures to be followed at interviews, as well as the questionnaire for gathering data from each grant recipient. These materials served as the focus for the team briefing and planning meeting, which provided an opportunity for development of common understandings between client representatives and all members of the research team.

Phase II: Airport Interviews

1. As planned, interviews were scheduled by client representatives at facilities arranged for by George Ebey Associates. Grant recipients had been requested to send the most knowledgeable person to the interview. All interviews were on a one-to-one basis. As specified by the client, even when the grant recipient sent more than one representative (which happened infrequently), only the one most knowledgeable person was interviewed. Interviews were held for two days at each of the seven locations. Each interview was scheduled to be 50 minutes in length. Each interviewing team consisted of two or three interviewers, in addition to an administrative associate responsible for logistics. Because of the time constraints, except for the last interviewing location, two interviewing teams were in the field at the same time. Following is the interview schedule:

April 15 and 16 - Fresno and San Diego
April 18 and 19 - Sacramento and San Francisco
April 22 and 23 - Oakland and Los Angeles
April 24 and 25 - Ontario

2. Team members followed procedures to which they had been oriented during the team briefing and planning meeting on April 11. These procedures were:

a. The administrative associate assigned to each interview location was responsible for all logistics--including assignment of interview space,

adjustment of interview schedules, provision of materials, reception of interviewees and payment of their transportation expenses, payment for staff lodging and other facilities, and provision of site visit letters for client representatives.

b. At all locations one George Ebev Associates professional was designated as senior professional. He or she interfaced with other interviewers and client representatives on procedural matters, as the administrative associate did on administrative matters.

c. In advance of his first interview, each interviewer was provided with a complete schedule of his interviews at that location and the files for all of his interviews. Before each interview he reviewed the file for each interviewee, reading the application and noting the materials received and those to be requested during the interview.

d. At the conclusion of the interview, he completed post-interview procedures before preparing for the next interview.

e. The interviewee was asked to return to the project reception and management center, where the administrative associate paid him for his transportation expenses. At that time, the administrative associate asked an interviewee from a district chosen for a site visit to talk with the appropriate client representative before departure.

f. At the conclusion of a day's interviewing, the interviewers completed their files for that day and returned them to the administrative associate.

3. Typically interviewers conducted no more than four interviews a day, with sufficient time in between interviews to complete their interview analysis and prepare for the next interview. All interviewers followed a common procedure, using a seven-page questionnaire which focused directly upon eliciting responses relating to the objectives of the study, of which the interviewees had been apprised in advance. During this time interviewees were asked for documentary materials which they had been requested to bring to the interview. These materials were made part of the grant recipient's project file. When the interviewee had returned to the project reception and management center, the interviewer completed the post-interview portion of his questionnaire.

On this portion he expressed his judgment on (a) the validity of project objectives in terms of legal intent, (b) the validity of project objectives in terms of organizational (contextual) need, (c) project accomplishments in relation to objectives, and (d) the interviewee's knowledge of the project.

4. At the project reception and management center, prior to departure, the interviewee normally conferred informally with the client representative about the evaluation procedure and related matters. At this time the grant recipient from a district chosen for a site visit was handed a letter indicating his district was among the 10 scheduled for validation visits. Prior to this time neither he nor his interviewer had been aware that his district was among those selected for a visit.

Phase III: Site Visits

1. Because of the client's special interest in methodological detail for future reference, site visit procedures were written in a form which could be adapted for inclusion in this methodology section. These procedures were:

a. The client representatives selected the 10 sites to be visited, using scientific sampling methods. Sites were stratified into (1) 5 community college grant recipients and (2) 5 other grant recipients (i.e., unified and high school districts and county offices.) Within these two groups the sites were selected randomly through use of a table of random numbers. The sites selected were kept confidential except to the project director, who was responsible for preparing the notification letters to the selected grant recipients. This notification letter, suggesting site visit dates and explaining the purposes of the site visit, was the one given to the grant recipient at the conclusion of his interview.

b. Within 48 hours after the interview, the project director telephoned the appropriate grant recipient representative to begin arrangements for the site visit. During this call the project director did the following: (1) established mutually acceptable site visit dates, (2) identified the senior professional for the site visit, who would be responsible for liaison with the grant recipient representative, (3) discussed who the

interviewees during the site visit logically should be, (4) requested the grant recipient to develop a tentative site visit schedule, to be reviewed and refined cooperatively with the senior professional.

c. The project director completed site visit staffing, briefed the senior professional on the discussion with the grant recipient representative, and provided the senior professional with the project file to be used as the basis for the validation visit. The senior professional contacted the grant recipient representative to make final arrangements for the visit. The former made final decisions on schedule, specific respondents, and methods of data collection.

d. During the visit, interview information was collected from a variety of people knowledgeable of the project, including professionals, paraprofessionals, students, and community representatives, such as advisory committee members and employers. Interviews followed a very simple but consistent format. The form used identified the individual; his relationship to the project; his overall rating of the project on a 4-point scale (excellent, good, fair, poor); his perceptions of the principal strengths of the project and its needs for improvement, if any; and, in the case of students, his or her future school and/or occupational plans. Where indicated, records were examined to substantiate information provided during the airport interview.

e. At the conclusion of the site visit the professionals tape recorded a memorandum which included the following information: (1) categories and numbers of interviewees, (2) identification of other data gathering activities (e.g., facilities visited, observations, etc.), (3) extent to which the site visit validated the airport interview, including exceptions and additional information discovered, (4) in terms of the objectives of the project, an identification of the major strengths and weaknesses or needs for improvement, and (5) other information which would enrich the content of the final report.

f. The cassette tapes were transcribed verbatim as memorandums for the record which, with the completed interview forms from the site visits, were used as basic information for the written report.

2. The site visits took place during the period from April 30 to May 17. In order of visit, the 10 selected grant recipients, representing 11 grants were: among unified and high school districts and county offices--Grossmont, Stockton, Modesto, Alameda County and Santa Ana; among community colleges--Siskiyous, Merced, Los Angeles Harbor, Long Beach and Cerritos. With the exception of College of the Siskiyous, each visit was for two days by two research team members. The visit to College of the Siskiyous involved three days for one senior professional. During these site visits 307 persons were interviewed. For detail refer to Appendix D-1.

Phase IV: Data Analysis and Report

The basic components for the analysis of data were the individual project files. These contained the documentary materials provided by the grant recipients both before and during the airport interviews, including completed questionnaires, the airport interview records, and the site visit memorandums and interview forms. These files formed the basis for a summary of each grant, included as Appendix E. The information extracted from these files was used in the numerous tabulations, as well as narrative, contained in the body of this report and some of the appendixes. The body of the report very logically organized itself around the major objectives of the study.

Another source of information, particularly applicable to the suggested actions in Section 2, was the "big ideas" obtained from the professionals who worked on the study. These professionals had a variety of backgrounds, ranging from administration of programs for the disadvantaged and coordination of vocational education to the development of management systems and expertise in consumer and homemaking education. With respect to VEA Part A their common background was the full-day orientation and training program previously described. Their ideas, therefore, represented perceptions from diversified experience. They were asked for their views on important concepts to be conveyed to the client. Some of their generalizations reflect findings expressed more directly from other sources. All their views were considered, and those that added to the study were incorporated.

From all of this information, a written report was prepared for review by client representatives. Following their review and discussion with the project director, this final report was prepared.

Appendix C

GRANT REPRESENTATIVES INTERVIEWED
AT AIRPORT LOCATIONS

Appendix C

GRANT REPRESENTATIVES INTERVIEWED AT AIRPORT LOCATIONS*

Grant Recipient and Interviewee(s)

Unified and High School Districts

Bassett Unified (4)
Douglas A. Armstrong, Director of Career and Vocational Education
Berkeley Unified (3)
Robert A. Rajander, Coordinator of Vocational Education
Central Union High (4)
William B. Sechrist, Work Experience Coordinator
Compton Unified (2)
Samuel B. Williams, Director, Federal/State Projects and Vocational Education
Cutler-Orosi Unified (1)
Max Johnson, Vocational Coordinator
Eureka High (7)
Roland F. Wentzel, Coordinator of Vocational Education
Fremont Unified (3)
Keith Caldwell, English Department Chairman
Fresno Unified (1)
William F. Bain, Assistant Director of Vocational Education
Grant Joint Union High (5)
R. A. Gardiner, Curriculum Coordinator
Grossmont Union High (6)
Chester W. Goward, Teacher
Hayward Unified (3)
Merle L. Runolfson, Director of Vocational Education
Kern Joint Union High (1)
Ronald Fontaine, Project Leader
Long Beach Unified (2)
Carl A. Cohn, Career Counselor
Los Angeles Unified (2)
Pete DeFranco, Supervisor of Industrial Education
Santiago Jackson, Coordinator, Programs for the Disadvantaged in Vocational Education
Madera Unified (1)
Dino A. Petrucci, Coordinator, Career and Vocational Education
Marysville Joint Unified (5)
Leonard E. Larson, Assistant Superintendent
Milpitas Unified (3)
Elaine Chibos, Coordinator, Work Experience Education Program

---

* Airport location of interview is shown in parentheses after the name of each grant recipient, as follows: (1) Fresno, (2) Los Angeles, (3) Oakland, (4) Ontario, (5) Sacramento, (6) San Diego, (7) San Francisco.

Grant Recipient and Interviewee(s)

Modesto High (1)
Norvin Spence, Supervisor of Work Experience Education
Oakland Unified (3)
William C. Fortman, Coordinator of Vocational Technical Education
Pittsburg Unified (3)
G. Louis Trapp, Coordinator, Vocational Education
Placer Joint Union High (5)
Harold R. Gein, Assistant Superintendent
Richmond Unified (3)
Pat Halligan, Director of Vocational Education
Salinas Union High (3)
Gordon Ray, Director of Career Education
San Benito Joint Union High (3)
John P. Rose, Director of Instruction
San Bernardino City Unified (4)
Anson W. Thompson, Director of Vocational Education and Safety
San Diego Unified (6)
Michael F. Hallahan, Career Development Services Department Counselor
Rilla C. Lovell, Business Education Curriculum Consultant
San Francisco Unified (7)
Eugene J. Muscat, Project Director, E.D.P. Resource Center
San Jose Unified (7)
Jack S. Nishihara, Acting Director, Youth Career Action Program
San Juan Unified (5)
Donald J. Golden, Director of Vocational Education
Santa Ana Unified (4)
Paul J. Riordan, Director of Career Education
Santa Barbara High (2)
Mary P. Scopatz, Chairman, Business Education Department
Stockton Unified (5)
Victoria A. Sanders, Communication Skills Specialist
Sweetwater Union High (6)
Kenneth C. Thomas, Career Development and Guidance Specialist

County Offices

Alameda (3)
Ray Cupps, Coordinator of Vocational Education
Contra Costa (3)
Joe DeMello, Coordinator of Delinquent and Dependent Programs
Fresno (1)
John A. Vergo, Coordinator of Occupational Education
Mendocino (7)
Helen Blundell, Vocational Education Assistant
Stanislaus (1)
Otis Mercer, Administrative Assistant
Tulare (2)
R. Jack Stinson, Tulare County Organization for Vocational Education

Grant Recipient and Interviewee(s)

Community College Districts

Antelope Valley Joint (2)
Jennings G. Brown, Dean of Instruction
Barstow (4)
Garland Dittman, Work Experience Coordinator
Chaffey (4)
Betty C. Tannen, Instructor
Cerritos (4)
Doris Sanson, Chairman, Health Occupation Division
Coachella Valley (4)
James T. Pulliam, Coordinator, Occupational Education
North Orange County (4)
Robert A. Wood, Director, Career Planning Center
Compton (2)
Southey M. Johnson, Supervisor - Manpower
Contra Costa (3)
John Carhart, President, Los Medanos College
Foothill (7)
(De Anza College)
Edward Kawazoe, Multi Cultural Coordinator
(Foothill College)
Raul R. Felix, Chairman - Multicultural Relations and Special Services
Grossmont (6)
C. Allen Paul, Dean
Hartnell Joint (3)
Katharine Whieldon, Human Services Program Coordinator
Kern (1)
Fred Ittner, Associate Dean, Occupational Education
Long Beach (2)
Emil E. Lubick, Dean, Special Projects
Los Angeles (2)
(Los Angeles City College)
Stanley Schall, Coordinator of Career Education
(East Los Angeles College)
Robert Sayette, Director of Occupational Education
(Los Angeles Harbor College)
Jeanne T. Landis, Counselor
(Los Angeles Southwest College)
James R. Heusdens, Assistant Dean of Instruction
(Los Angeles Trade-Technical College)
R. D. Vreeland, Assistant Dean of Instruction
(Los Angeles Valley College)
James Micko, Project Director
Los Rios (American River College) (5)
Robert E. Allerton, Dean of Student Personnel Services
Merced (1)
Lynn Ireland, Coordinator of Program for Handicapped

Grant Recipient and Interviewee(s)

Mt. San Jacinto (4)
Benton Caldwell, Dean of Vocational Education
Palomar (6)
E. R. Zevin, Projects Coordinator
Pasadena (4)
John R. Toothaker, Director of Occupational Education
Peralta (3)
(Alameda College)
James C. Naugle, Instructor - Aeronautics
(Laney College)
Jefferson C. Robinson, Sr., Department Chairman, Machine Technology
(Merritt College)
Miss Patricia Calvin, Counselor, HEW Special Services Project
Rancho Santiago (Santa Ana College) (4)
Edward Alfaro, Dean of Occupational Education
Redwoods (7)
E. W. Soper, Dean, Occupational Education
San Diego (6)
William B. Steinberg, Director of Vocational Education
San Francisco (7)
William H. Chin, Coordinator - Special Education
San Jose (3)
S. E. McGaw, Dean of Instruction: Vocational Education
San Luis Obispo (7)
Edwin M. Pearce, Director of Vocational Education
San Mateo (7)
(College of San Mateo)
Dr. Vern Gillmore, Associate Dean of Instruction - Careers
(Skyline College)
Christine L. Case, Instructor, Biology
Shasta (5)
Loren D. Phillips, Vice President/Assistant District Superintendent
Siskiyou (5)
Harry Beck, Dean of Instruction
Sweetwater (6)
Vince Alfaro, Dean, Applied Arts and Sciences
Ventura (2)
Michael Collins, Chairman, Special Projects Division
Victor Valley (4)
Dr. Alex Rudoff, Dean of Community Services
West Hills (1)
Byron Harrison, Division Chairman - Agriculture, Industrial Technology
Yosemite (1)
Patricia C. Hertert, Instructional Resource Consultant
Yuba (5)
Earl Orum, Dean of Instruction

Appendix D

DETAIL ON ACCOMPLISHMENT OF OBJECTIVES

Appendix D-1

SITE VISITS TO 1972-73 VEA PART A GRANT RECIPIENTS

Institution and Principal Contact	Number of Interviews: Students	Professional Staff	Other*	Total
Unified and High School Districts				
Grossmont Unified - Chester W. Goward, Project Director	12	19	0	31
Modesto High - Norvin Spence, Supervisor, Work Experience Education	6	14	11	31
Santa Ana Unified - Paul J. Riordan, Director, Career Education	6	13	3	22
Stockton Unified - Robert F. DeBord, Coordinator of Vocational Education	18	16	5	39
Total	42	62	19	123
County Office				
Alameda - Ray Cupps, Coordinator, Vocational Education Total	7	15	1	23
Community College Districts				
Cerritos - Doris Sanson, Chairman, Health Occupations Division	0	9	8	17
Long Beach - Emil E. Lubick, Dean, Special Projects	14	16	5	35
Los Angeles - Harbor College - James Clines, Coordinator of Vocational Education	11	9	8	28
Merced - Loren R. Irwin, Vice President, Student Personnel	19	8	11	38
Siskiyou - Harry Beck, Dean of Instruction	23	17	3	43
Total	67	59	35	161
Total All Levels	116	136	55	307

*Of the 55 interviewees designated as Other, Unified and High School District advisory committee members numbered 3, employers 6, paraprofessionals 8, staff 1, and other persons knowledgeable about the projects 1; the County Office interviewee was an employer; Community College District advisory committee members numbered 8, employers 5, paraprofessionals 13, staff 1, and other persons knowledgeable about the projects 8.

Appendix D-2

SITE VISIT INTERVIEWEE* OVERALL RATINGS
OF TEN 1972-73 VEA PART A PROJECTS

FOUR UNIFIED & HIGH SCHOOL DISTRICTS

	Professional Staff (N=57)	Students (N=40)	Others (N=16)	Total (N=113)
Excellent	30%	55%	50%	41%
Good	52	38	50	47
Fair	16	7	0	11
Poor	2	0	0	1
Total	100%	100%	100%	100%

ONE COUNTY OFFICE

	Professional Staff (N=13)	Students (N=6)	Others (N=1)	Total (N=20)
Excellent	16%	0%	0%	10%
Good	69	17	100	55
Fair	15	83	0	35
Poor	0	0	0	0
Total	100%	100%	100%	100%

FIVE COMMUNITY COLLEGES

	Professional Staff (N=52)	Students (N=67)	Others (N=31)	Total (N=150)
Excellent	35%	46%	48%	43%
Good	48	39	42	43
Fair	8	9	10	8
Poor	9	6	0	6
Total	100%	100%	100%	100%

ALL TEN SITE VISITS

	Professional Staff (N=122)	Students (N=113)	Others (N=48)	Total (N=283)
Excellent	30%	47%	48%	40%
Good	53	37	46	45
Fair	12	12	6	11
Poor	5	4	0	4
Total	100%	100%	100%	100%

*Of the 48 interviewees designated as Other, Unified and High School District advisory committee members numbered 2, employers 4, paraprofessionals 8, staff 1, and other persons knowledgeable about the projects 1; the County Office interviewee was an employer; Community College advisory committee members numbered 7, employers 5, paraprofessionals 13, staff 1, and other persons knowledgeable about the projects 5.

Source: GEA from site visit interview forms.

Appendix D-3

RESULTS OF TREATMENTS PRESCRIBED UNDER 1972-73 VEA PART A GRANTS

(Reported Statistics on 11,075 Student Beneficiaries)

STUDENT IS CONTINUING VOCATIONAL EDUCATION	38%
In regular program only (22%), with further Part A assistance (13%), with other assistance (3%).	
STUDENT DROPPED OUT OF PROGRAM	25
Reasons: Obtained a job (8%), entered another program (3%), lacked interest (3%), left for unknown causes (3%), moved from district (3%), dismissed from program (1%), illness (1%), other reasons (3%) such as transfer to another school, marriage, pregnancy, death, military service.	
STUDENT COMPLETED PROGRAM	21
And: Obtained job in area of training (6%), is continuing education in other field (3%), obtained other job (3%), is unemployed (2%), other (7%) such as attending college, military service, marriage, CYA, part-time jobs, exploring occupations, physically handicapped.	
DO NOT KNOW	16
Total	100%

Source: GEA from statistics reported by grant recipients, including some estimates.

Appendix E

PROJECT SUMMARIES AND EVALUATIONS

Appendix E

PROJECT SUMMARIES AND EVALUATIONS

Brief summaries and evaluations of all 87 projects funded for 1972-73 under Part A of the Vocational Education Amendments of 1968 are presented in this appendix.

Because of the confidential nature of some of the material regarding each project, the information herein is intended solely for client administrative consideration.

It should also be emphasized, in view of the study design established by the clients, that heavy reliance for critical project details was placed upon statements and documentation supplied by grant recipients. While in most cases all documentation requested was supplied, in some cases it was not. While in most cases personnel who represented grant recipients at the evaluation interviews were thoroughly conversant with their projects, in some cases they were not.

Thus, while it is believed that the summaries are essentially correct and the resulting evaluations essentially sound, allowance must be made for individual case variation. The fact that the 10 validation visits generally supported the information supplied and the evaluations made, however, serves to increase confidence in the validity of generalizations which have been derived from the study.

BASSETT UNIFIED SCHOOL DISTRICT

Project Title

"Vocational Guidance Services for Disadvantaged Students"

Grant: $15,000. Notification date - December 15, 1972.

Number of Beneficiaries Reported: Not reported.

Interview of Representative

Interviewee: Douglas A. Armstrong, Director of Career and Vocational Education

Context: High school serving community of about 40,000 population in Los Angeles County. Low-income area, largely residential, high rate of delinquency, high percentage of ethnic minorities (45% Mexican-American, 6% Black).

Treatments Provided: Vocational guidance and diagnostic services.

Beneficiary Qualifications, Selection: Deficiency in communication skills, irregular attendance, low achievement, absence of personal goals; thus potential dropouts and/or likely to leave school without vocational training. Chosen by teachers and counselors. Interviewee believed all met qualifications.

Achievement of Objectives: Not rated by interviewer because of lack of written information and interviewee's unfamiliarity with project. (Counselor assigned to project no longer employed, and district vocational education office in state of flux and reorganization. Records not in order; interviewer reported that interviewee stated previous administrator left one small file containing some scribbled notes.)

Validity of Objectives: Not rated; same reason as above.

BERKELEY UNIFIED SCHOOL DISTRICT

Project Title

"Parent-Child Education Center"

Grant: $17,500. Notification dates - September 18, 1972 (initial funding of $10,000); December 15, 1972 (additional funding).

Number of Beneficiaries Reported: 52

Interview of Representative

Interviewee: Robert A. Rajander, Coordinator of Vocational Education

Context: High school serving community of about 112,000 population, with a university environment and high-income families on one hand, and ghettoes and low-income families on the other; few middle-income residents. Blacks constitute nearly half of student body.

Treatments Provided: Child care service during school hours while mothers in class (vocational courses required, to qualify for employment or advanced training upon graduation), and parent education instruction.

Beneficiary Qualifications, Selection: Girls who were mothers of young children and would have been unable to attend school unless child care were provided. Chosen by need and desire to continue education. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "excellent" by interviewer (50 of the 52 beneficiaries either graduated or were continuing their education and vocational training).

Validity of Objectives: Rated "fully valid" by interviewer.

CENTRAL UNION HIGH SCHOOL DISTRICT

Project Title

"Child Day Care Training Program"

Grant: $20,000. Notification dates - October 20, 1972 (initial funding of $15,000); December 19, 1972 (additional funding).

Number of Beneficiaries Reported: Not reported.

Interview of Representative

Interviewee: William B. Sechrist, Work Experience Coordinator

Context: High school serving agriculturally oriented Imperial Valley communities, with many migratory workers and low-income families, and high percentage of ethnic minorities (47% Mexican-American, 6% Black).

Treatments Provided: Exploratory work experience and instruction in child care center.

Beneficiary Qualifications, Selection: Girls from economically deprived or otherwise disadvantaged families who were "turned off" on school. Chosen by chairman of school home economics department and director of child care center. Interviewee said a small number of "academically good" girl students were also enrolled by design, to avoid stigma of a "program for wayward girls."

Achievement of Objectives: Rated "acceptable" by interviewer. Interviewee stated that original aim to train enrollees for child care employment was unrealistic, since students proved to be more interested in marriage and child-raising than in occupational preparation, but that project did succeed in providing a needed community service and a relevant learning situation.

Validity of Objectives: Rated "valid in part" by interviewer, both as to legal intent and contextual need. Interview elicited comment that, as direction of project evolved from vocational to home economics instruction, project was "maybe more suited to Part F (consumer and homemaking education) than Part A."

COMPTON UNIFIED SCHOOL DISTRICT

Project Title

"Skill Support Program for Disadvantaged Students in Career-Vocational Education"

Grant: $65,000. Notification date - January, 1973.

Number of Beneficiaries Reported: 830

Interview of Representative

Interviewee: Samuel B. Williams, Director, Federal/State Projects and Vocational Education

Context: Four high schools at which more than 80% of students are from low-income families, and serving a community where estimated unemployment rates for ages 16-19 are at least 48% for Black population and 21% for the Mexican-American population. These two ethnic groups constitute 98% of total community population.

Treatments Provided: Preparation for and participation in work experience.

Beneficiary Qualifications, Selection: Students handicapped for academic, socio-economic, cultural, linguistic, neglect or delinquency reasons; enrolled in 11th or 12th grade, and in a vocational or prevocational class. Chosen on basis of financial and academic need, and interest in participating. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "good" by interviewer. Interviewee estimated extent of achievement at "about 80%"; more than 800 students were involved. Interviewee stated project succeeded "very well" in increasing school retention rate, "above average" in providing students with employable skills and "extremely well" in job placement.

Validity of Objectives: Rated "fully valid" by interviewer.

CUTLER-OROSI UNIFIED SCHOOL DISTRICT

Project Title

"Vocational Adult Aide Program"

Grant: $6,700. Notification date (estimated) - September 1, 1972.

Number of Beneficiaries Reported: 71

Interview of Representative

Interviewee: Max Johnson, Vocational Coordinator

Context: High school serving a rural, agricultural community of approximately 3,000 population in Tulare County, largely in mountain and national forest areas. Many families on some type of public assistance.

Treatments Provided: Increased adult contact, added opportunities for skill development, more individual counseling and business visitations - all made possible by instructional aide assignment to assist vocational education teachers.

Beneficiary Qualifications, Selection: Students handicapped for academic, socio-economic, cultural, proverty, neglect, delinquency and linquistic-isolation reasons; enrolled in vocational education programs. Chosen by school department head and office staff on basis of teacher observation and welfare office data. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "below expectations" by interviewer, because of indication of possibility that, while aide assignment to two departments was proposed, only one department was so served.

Validity of Objectives: Rated "fully valid" by interviewer, but attention called to possibility of incomplete fulfillment cited above.

EUREKA HIGH SCHOOL DISTRICT

Project Title

"Occupational Guidance and Counseling"

Grant: $10,000. Notification date - Reported as October, 1972.

Number of Beneficiaries Reported: 56

Interview of Representative

Interviewee: Roland F. Wentzel, Coordinator of Vocational Education

Context: Project conducted by high school for pupils of Jacobs Junior High School in low-income area, with disproportionately high percentage of population recipients of public assistance, and whose graduates too often do not complete high school or are enrolled in the district continuation high school, which has no vocational offerings.

Treatments Provided: Placement for motivational purposes in a succession of appropriate community resource locations following guidance activities to determine occupational interests of each pupil. Transportation to locations provided; placement entailed observation, limited participation; follow-up guidance activities after each location phase to evaluate experience relative to pupil's aspirations.

Beneficiary Qualifications, Selection: Identification as potential dropouts on basis of previous performance. Chosen by counselors, teachers, administrators of the junior high school. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "good" by interviewer. Interviewee reported that of 60 pupils participating, only two dropped out, only 10 went on to continuation school and 48 entered high school (with 40 of these enrolled in vocational education). According to interviewee, these results exceed district-wide performance of ninth grade pupils.

Validity of Objectives: Rated "fully valid" by interviewer.

FREMONT UNIFIED SCHOOL DISTRICT

Project Title

"Communications and Computational Skills Center"

Grant: $5,000. Notification date - September 18, 1972.

Number of Beneficiaries Reported: 90

Interview of Representative

Interviewee: Keith Caldwell, English Department Chairman

Context: John F. Kennedy High School, one of five district comprehensive high schools serving a culturally diverse urban community in Alameda County. Eighty percent of population falls in clerical, skilled and semi-skilled work classifications. Approximately 60% of school's graduates enter world of work upon or before graduation; therefore curriculum includes extensive offerings in skills areas. Forty-five percent of student body is enrolled in vocational programs.

Treatments Provided: Individualized instructional packages prescribed for overcoming of disadvantagements, through development and implementation of a model communication and computational skills center.

Beneficiary Qualifications, Selection: Failure to succeed in regular vocational or prevocational programs because of lack of basic skills in reading, speaking and computing. Chosen principally on basis of low reading test scores (fifth grade or below). Interviewee stated that approximately 7% of beneficiaries did not meet qualifications because they were not in vocational or prevocational classes.

Achievement of Objectives: Rated "good" by interviewer. Interviewee reported that beneficiaries' reading skills were increased by an average of 1-1/2 years, that 75% of vocational students successfully completed their classes and 75% of prevocational students also passed their courses in instruction.

Validity of Objectives: Interviewer rated "valid in part" as to legal intent, because of the inclusion of non-vocational and non-prevocational students, and "fully valid" as to contextual need.

FRESNO UNIFIED SCHOOL DISTRICT

Project Title

"Coordinated Occupational Reading and Mathematics"

Grant: $10,000. Notification date - September 18, 1972. (Additional funding of $8,000, made available in mid-December, not accepted because of district inability at that late date to find a teacher.)

Number of Beneficiaries Reported: 263

Interview of Representative

Interviewee: William F. Bain, Assistant Director of Vocational Education

Context: Two off-campus high school centers in city of 175,000 population served by six high schools and a continuation school. Economic base chiefly agri-business; income level generally middle to upper middle. Approximately half of vocational students at centers tested below 8.1 grade equivalent in mathematics and reading.

Treatments Provided: Presentation by mathematics teacher of workbook and supplementary material designed to relate to student's basic vocational program, plus diagnostic exams.

Beneficiary Qualifications, Selection: Enrolled in vocational classes and below 8.1 grade level in mathematics. Chosen on that basis. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "acceptable" by interviewer, who noted that objective of increasing competency level of participants by 1.25 grade levels was "probably unrealistic considering the students involved." Interviewee stated median increase was 0.6 grade level, which he viewed as "considerable because of general low-level achievement of students."

Validity of Objectives: Rated "fully valid" by interviewer.

GRANT JOINT UNION HIGH SCHOOL DISTRICT

Project Title

"Office Education Individualized Project"

Grant: $1,900. Notification date - September 18, 1972.

Number of Beneficiaries Reported: 30

Interview of Representative

Interviewee: R. A. Gardiner, Curriculum Coordinator

Context: Continuation high school drawing from five high schools in district which serves northwestern suburbs of Sacramento - an area of approximately 120,000 population. By criteria of minority group concentrations, impoverished housing conditions, income and employment, incidence of AFDC and educational deprivation, seven district schools (three high schools, four junior high schools) have been identified as target schools receiving ESEA (Elementary and Secondary Education Act) Title I assistance.

Treatments Provided: Individualized instruction in office education skills through cassette program and small-class attention.

Beneficiary Qualifications, Selection: Deficiencies causing lack of success in regular office education classes. Identified by counselor. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "acceptable" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer.

GROSSMONT UNION HIGH SCHOOL DISTRICT

Project Title

"Vocational Education Math/Lab/Center"

Grant: $10,000. Notification date - September 18, 1972.

Number of Beneficiaries Reported: 59

Interview of Representative

Interviewee: Chester W. Goward, Teacher

Context: El Capitan High School, one of eight district high schools. It serves a primarily residential community in San Diego County, with a median income of approximately $11,000.

Treatments Provided: Vocationally oriented individualized instruction and tutoring in mathematics and measuring skills, through development and implementation of a vocational education mathematics center.

Beneficiary Qualifications, Selection: Low achievement in mathematics, adversely affecting performance in vocational classes. Referral initially by counselors; later many students initiated own participation. Interviewee stated more than 150 students served; estimated about 60% of these met qualifications.

Achievement of Objectives: Rated "good" by interviewer. Interviewee noted that while project written specifically for American Indian students, treatments by no means restricted to them. Stated that despite fact that funding only 20% of amount proposed, goals of project remained unchanged - "goals should not be based on money, but on needs."

Validity of Objectives: Rated "fully valid" by interviewer.

Validation Visit

Generally, site visit findings were that information gained in representative interview was accurate and complete. It was readily conceded by site visit interviewee that treatments were not confined to American Indians, and more than 100 other students were served.

GROSSMONT UNION HIGH SCHOOL DISTRICT (Continued)

Strengths: Commitment, enthusiasm and innovation of the project director, and his good working relationships with student beneficiaries and some counselors and teachers; vocational orientation of the individualized learning process and self-paced instruction; project's definite response to an identified need; involvement of vocational education instructors in identifying mathematics skill needs for successful job performance; enthusiastic response on the part of students and of instructors who used the center as a resource.

Needs for Improvement: Lack of general commitment to center by vocational education faculty, many of whom felt mathematics could be integrated into their own course content more effectively than as treated at center; inadequacy of internal communications and involvement; absence of definition of criteria and qualifications for student beneficiaries; lack of results orientation in project design, yielding very little data on student benefits.

HAYWARD UNIFIED SCHOOL DISTRICT

Project Title

"Vocational Training in Infant and Child Care"

Grant: $12,500. Notification date - September 18, 1972.

Number of Beneficiaries Reported: 16

Interview of Representative

Interviewee: Merle L. Rundlfson, Director of Vocational Education

Context: Kimball Continuation High School, one of six district high schools serving a suburban area of some 100,000 population in Alameda County. Generally "blue-collar" communities, with relatively high unemployment rate.

Treatments Provided: Child care, plus parent education and child care vocational instruction, vocational counseling and provision of transportation, if necessary. (Modeled after Berkeley program.)

Beneficiary Qualifications, Selection: Girls who were mothers of young children and would have been unable to complete a vocational education program unless child care were provided. Interviewee stated other disadvantagement (e.g., low achievement) also required for qualifications. Chosen by counselors, administrators, physician on advisory committee. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "acceptable" by interviewer, who noted that while results obtained were excellent for those served, number of beneficiaries was well below proposed total. Interviewee stated that project was started and staffed on "faith alone," since funding notification had not then been received, and thus a conservative approach was taken. When notification received, decision was to concentrate on high quality rather than accepting more students.

Validity of Objectives: Rated "fully valid" by interviewer.

KERN JOINT UNION HIGH SCHOOL DISTRICT

Project Title

"Ready...Set...Go!"

Grant: $19,500. Notification date - September 18, 1972.

Number of Beneficiaries Reported: 4,090

Interview of Representative

Interviewee: Ronald Fontaine, Project Leader

Context: District of 5,000 square miles, centered in Bakersfield, with population of approximately 200,000. Economically reliant chiefly on agriculture and oil. Residents mainly of middle and lower-middle income levels. Thirteen high schools serving 20,000 students, 14,000 of whom are in metropolitan area, rest in far-flung mountain, desert and farmland regions.

Treatments Provided: Vocational education promotion and recruitment among disadvantaged students, parents and community at large, plus assistance provided to school personnel who lacked vocational background for career guidance. Activities mainly through mobile unit equipped with vocational guidance presentations and materials, but also included television programs.

Beneficiary Qualifications, Selection: Project was a community-oriented endeavor aimed district-wide at areas identified in census as having high incidence of unemployment, to identify and serve the under-employed and unmotivated toward career preparation.

Achievement of Objectives: Rated "good" by interviewer. Interviewee stated that approved funding level prohibited development of some wanted materials and resulted in insufficient staffing.

Validity of Objectives: Rated "fully valid" by interviewer.

KERN JOINT UNION HIGH SCHOOL DISTRICT

Project Title

"Aiding the Small School"

Grant: $4,000. Notification date - October 16, 1972.

Number of Beneficiaries Reported: 225

Interview of Representative

Interviewee: Ronald Fontaine, Project Leader

Context: District of 5,000 square miles, centered in Bakersfield, with population of approximately 200,000. Economically reliant chiefly on agriculture and oil. Residents mainly of middle and lower-middle income levels. Thirteen high schools serving 20,000 students, 14,000 of whom are in metropolitan area, rest in far-flung mountain, desert and farmland regions.

Treatments Provided: Vocational education counseling among bilingual and migrant students, with bilingual aide working with students and their parents to promote recruitment into vocational courses and assist students in career planning.

Beneficiary Qualifications, Selection: All from one small district school, Arvin High School. Low achievement because of such factors as language difficulty, geographical isolation from career training potential, non-availability of transportation, poor self-image, lack of consistent education, poor family attitude toward education. Specific identification by counselor. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "excellent" by interviewer. Project was moved to a different school than had been specified in application, and timing of funding notification precluded full-year effort, but all objectives - according to interviewee - were fully achieved or exceeded. (Exception: Because of late project start, objective to place 50% of students contacted in vocational classes or work experience during 1972-73 school year was reshaped to apply to the 1973-74 school year.)

Validity of Objectives: Rated "fully valid" by interviewer.

LONG BEACH UNIFIED SCHOOL DISTRICT

Project Title

"Programs and Services for the Disadvantaged"

Grant: Interviewee did not know. Reimbursement claim $30,279. Notification date not determined.

Number of Beneficiaries Reported: 652

Interview of Representative

Interviewee: Carl A. Cohn, Career Counselor

Context: Three high schools (including an evening high school) of seven operated by district in city of approximately 400,000 population in Los Angeles area. Selected schools were in neighborhoods of highest concentrations of disadvantagements, greatest number of failures in vocational education programs.

Treatments Provided: Multi-faceted extension and continuation of existing activities, with major thrust toward establishment of career guidance center at one school, plus offering of vocational and pre-vocational classes.

Beneficiary Qualifications, Selection: Low achievement the major criterion, but interviewee stated that "if a student came in without a hard-sense disadvantagement, he would be served; our approach as a staff is to make everything available for everybody; we shy away from pigeon-holing people." (Project application focused on unemployed or under-employed adults, and on dropouts and identified potential dropouts.)

Achievement of Objectives: Rated "good" by interviewer, with comment that district philosophy of not "pigeon-holing" students as disadvantaged made it difficult to evaluate project concretely.

Validity of Objectives: Rated "valid in part" by interviewer as to legal intent, with comment that "objectives are somewhat vague in relation to helping disadvantaged students succeed in regular vocational programs." Rated "fully valid" in terms of contextual need.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Project Title

"Dropout-Prevention Services for Disadvantaged Pupils"

Grant: $150,000. Notification date - October 16, 1972.

Number of Beneficiaries Reported: 620

Interview of Representative

Interviewee: Santiago Jackson, Coordinator, Programs for the Disadvantaged in Vocational Education

Context: Activities concentrated at 16 district high schools with large enrollments of disadvantaged students and known as "problem" institutions because of vandalism, irregular attendance and campus violence, as well as at five regional occupational centers. Selected schools all in low-income areas.

Treatments Provided: Individual assistance by education aides and student aides, including tutoring, home contacts, help with library activities, preparation of curricular materials; also assistance to teachers in routine activities to maximize professional time available for more significant duties with classes.

Beneficiary Qualifications, Selection: Students with academic difficulties; general education difficulties; economic, cultural or social disadvantagement. Identification by paraprofessionals on basis of low achievement in vocational courses. Interviewee believed all beneficiaries met qualifications.

Achievement of Objectives: Rated "good" by interviewer, with comment that despite major time and effort involved in recruiting, hiring and training paraprofessionals, assistance was provided to at least 620 students. Interviewee stated that sampling of 381 of those students showed 98% felt aides had made a positive difference in their work.

Validity of Objectives: Rated "fully valid" by interviewer.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Project Title

"Exploring Construction Trades"

Grant: $20,000. Notification date - January, 1973.

Number of Beneficiaries Reported: 175

Interview of Representative

Interviewee: Pete DeFranco, Supervisor, Industrial Education

Context: Eight junior high schools in the city's low-income Black and Mexican-American communities.

Treatments Provided: Familiarization with vocational opportunities existing in construction industry through enrollment in survey course in "Exploring Construction Trades."

Beneficiary Qualifications, Selection: Ninth grade Black and Mexican-American students who expressed interest in considering careers in the construction trades and/or exhibited manual dexterity. Interviewee said the focus was not on "bottom-of-the-bucket youngsters." Selected by teachers from among students who had had some industrial education (e.g., "had done pretty well in woodworking"). Interviewee stated that all beneficiaries met qualifications; added that all students of the schools involved in project should be considered disadvantaged because of their poverty-pocket locations - "no middle class around these schools; those people move out."

Achievement of Objectives: Rated "good" by interviewer. (District survey of the 175 beneficiaries showed that 97 wanted to continue the instruction in high school and 63 intended to enter the construction trades as a vocation.)

Validity of Objectives: Rated "fully valid" by interviewer.

MADERA UNIFIED SCHOOL DISTRICT

Project Title

"Disadvantaged Persons"

Grant: $6,000. Notification date - September 18, 1972.

Number of Beneficiaries Reported: 11

Interview of Representative

Interviewee: Dino A. Petrucci, Coordinator, Vocational and Career Education

Context: High school serving an agriculturally oriented valley community of approximately 40,000 population, where nearly half of the families earn less than $5,000 a year (and most of those have more than six members).

Treatments Provided: Contacts with parents and students by bilingual field counselor to identify cause of problem, and seek to instill a positive attitude toward school, plus feedback to school instructors, counselors and attendance officer for action to solve or relieve situation.

Beneficiary Qualifications, Selection: Ninth and tenth grade students who were failing in their vocational classes, for such reasons as absenteeism, language barrier, inadequate understanding of need for education. Identified by vocational teachers, counselors. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer.

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

Project Title

"Career Center Program for Disadvantaged Students"

Grant: $6,000. Notification date - October 16, 1972.

Number of Beneficiaries Reported: 63

Interview of Representative

Interviewee: Leonard E. Larson, Assistant Superintendent - Secondary Instruction

Context: Marysville High School, one of two high schools in district serving valley community of approximately 40,000 population. Economy largely dependent on agriculture, but major impact also from Beale Air Force Base. District in 98th percentile statewide for turn-over of high school students.

Treatments Provided: Vocational information and materials made available in career center established by project to interest students in enrolling in vocational programs. Paraprofessional also provided to work with students in center.

Beneficiary Qualifications, Selection: Academic deficiencies (stemming largely from family background and posing drop-out potential, plus future prospect of unemployment or under-employment). Referral by counselors and department chairmen.

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer.

MILPITAS UNIFIED SCHOOL DISTRICT

Project Title

"Vocational Education for Disadvantaged Persons" -- Vocational Evaluation and Assistance Center

Grant: $16,000. Notification date - October 16, 1972.

Number of Beneficiaries Reported: 27

Interview of Representative

Interviewee: Elaine Chibos, Work Experience Coordinator

Context: Samuel Ayer High School, one of two district high schools serving a San Jose suburb of approximately 33,000 population. Primarily a "bedroom community," despite proximity of Ford Motor Company plant. Income levels range from "very high to nothing; average is lower middle class."

Treatments Provided: Individualized activities to help students develop perceptual readiness and overcome deficiencies in communication and computational skills, and to improve psychomotor skills through establishment and implementation of vocational evaluation and assistance center.

Beneficiary Qualifications, Selection: Students not succeeding in vocational education classes. Referral by teachers. Interviewee believed all students met qualifications.

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer.

MODESTO HIGH SCHOOL DISTRICT

Project Title

"Vocational Evaluation and Assessment Centers"

Grant: $8,000. Notification date - October 16, 1972.

Number of Beneficiaries Reported: 31

Interview of Representative

Interviewee: Norvin R. Spence, Supervisor, Work Experience Education

Context: Two of four comprehensive high schools in district serving valley community of approximately 100,000 population. Area largely dependent on agriculture and agricultural services; persistent and substantial unemployment (quoted at 14% in April, 1974).

Treatments Provided: Counseling and career guidance with follow-up placement at a vocational work experience station. Services rendered through vocational evaluation and assessment centers established by the project at the two schools.

Beneficiary Qualifications, Selection: Students receiving "D" and "F" grades in vocational courses during preceding school year because of attitudinal and behavioral problems. Selected by work experience coordinator based on transcript, counselor evaluation, past attendance record. Interviewee believed all students met qualifications.

Achievement of Objectives: Rated "acceptable" by interviewer, with comment (based on interviewee statement) that, while objective of work experience placement and satisfactory job performance of 85% of beneficiaries was achieved, objective of improved class performance was not achieved.

Validity of Objectives: Rated "fully valid" by interviewer.

Validation Visit

Generally, site visit findings were that information gained in representative interview was accurate and complete. Although a limited number of the beneficiaries received successful treatment, it was pointed out by numerous interviewees that the 31 students selected represented the "hard core" and

that, if the program had not been conducted, "most of these kids would have ended up under the auspices of the CYA." Therefore, site visit team concluded, to the extent that the program "tended to rescue, perhaps, approximately 10 of the 31, the total cost of $8,000 amounts to $800 of worthwhile preventive medicine for each of the 10."

Strengths: Evidence of some improvement in grades; success of work experience component in exposing students to training and career alternatives; quality and dedication of faculty and staff; support of central school administration in funds and energies; excellence of record-keeping and follow-up systems.

Needs for Improvement: Limited involvement in Part A disadvantaged programs of teachers and, to a lesser extent, counselors and principals at the schools; "turning off" of faculties and staffs of the schools to the project, because of the difficult group of students involved, and resulting in the fact that they would not propose a continuation of the program in the current school year.

OAKLAND UNIFIED SCHOOL DISTRICT

Project Title

"Vocational Education Services for Disadvantaged Youth"

Grant: $20,000. Notification date - September 28, 1972.

Number of Beneficiaries Reported: 681

Interview of Representative

Interviewee: William C. Fortman, Coordinator, Vocational-Technical Education

Context: Project involved all six major high schools and two continuation high schools in district serving city of approximately 385,000 population where 37% of all public school students come from families on welfare.

Treatments Provided: Remediation activities to improve communication and computational skills, plus industry visitations to interest students in undertaking or continuing vocational education.

Beneficiary Qualifications, Selection: Sub-marginal students, including 11th graders enrolled in vocational courses and 10th graders not necessarily enrolled in such courses. Identified by teachers and other professionals. Interviewee believed all beneficiaries met qualifications.

Achievement of Objectives: Rated "good" by interviewer. Interviewee reported that of 681 students served, 407 were enrolled in high school vocational programs during the 1973-74 year as a "direct result" of the program.

Validity of Objectives: Rated "fully valid" by interviewer.

PITTSBURG UNIFIED SCHOOL DISTRICT

Project Title

"Vocational Education Services for the Disadvantaged"

Grant: $50,000. Notification date - September 18, 1972.

Number of Beneficiaries Reported: 894

Interview of Representative

Interviewee: G. Louis Trapp, Coordinator, Vocational Education

Context: High school in industralized community of approximately 32,000 population, with "minorities very poor and white majority middle- to high-income." More than half of school student body made up of minority students; high rate of dropouts.

Treatments Provided: Individual and group services by counselor and bilingual aides in guidance, counseling and work experience placement, through development of a career guidance center made possible by the project.

Beneficiary Qualifications, Selection: Vocational students in need of remedial attention in reading and computational skills; family financial situation also considered. Student needs identified by teachers; beneficiaries selected by aides. Interviewees believed all met qualifications.

Achievement of Objectives: Rated "acceptable" by interviewer on basis of interviewee's responses concerning extent of attainment of percentage gains projected under objectives heading in application.

Validity of Objectives: Rated "fully valid" by interviewer.

PLACER JOINT UNION HIGH SCHOOL DISTRICT

Project Title

"Building Construction in Continuation School"

Grant: $5,500. Notification date - December 15, 1972.

Number of Beneficiaries Reported: 15

Interview of Representative

Interviewee: Harold R. Gein, Assistant Superintendent

Context: Continuation high school in district serving area of approximately 35,000 population, principally in Placer County. Largely rural with widely dispersed towns; economy based principally on agriculture, lumbering, lumber products manufacture, and the tourist and recreation trade.

Treatments Provided: Building trades instruction, plus work experience in renovating a home, to equip with employable skills.

Beneficiary Qualifications, Selection: Male student of school (one or two also admitted from one of district's other high schools) with desire to enter program. Applicants screened by counselor and vice-principal, partially on basis of declared intent not to go to college.

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer.

RICHMOND UNIFIED SCHOOL DISTRICT

Project Title

"Office Occupations Multi-Media Vocational Arts for the Disadvantaged Student"

Grant: $5,000. Notification date - December 15, 1972.

Number of Beneficiaries Reported: 32

Interview of Representative

Interviewee: Patrick Halligan, Director, Vocational Education

Context: Harry Ells High School, one of six high schools in district serving two Contra Costa County communities of approximately 185,000 population. School is in older section of Richmond, a city whose majority of residents are members of ethnic minorities (45% Black, 13% Spanish surname). Overall, a wide range of income levels, but minority population--especially Black--has generally low income level.

Treatments Provided: Because district study had shown a high failure rate in ninth and tenth grade office education classes due to poor reading skills, reading instruction was incorporated in project typing class for beneficiaries, to prepare them for success in regular program.

Beneficiary Qualifications, Selection: Low achievers, primarily ninth and tenth graders. Referred by teachers in beginning typing classes because of lack of success there; also by counselors because of expressed interest in office education. Interviewees believed all met qualifications.

Achievement of Objectives: Rated "excellent" by interviewer, based on interviewee statement and evaluation information supplied by district indicating critical objectives attained.

Validity of Objectives: Rated "fully valid" by interviewer.

SALINAS UNION HIGH SCHOOL DISTRICT

Project Title

"Vocational Education for Disadvantaged Persons"

Grant: $5,000. Notification date - September 18, 1972.

Number of Beneficiaries Reported: 1,046

Interview of Representative

Interviewee: Gordon Ray, Director of Career Education

Context: Project involved all of district's three comprehensive high schools serving population area of approximately 90,000 in Monterey County, with chief economic reliance on agriculture and light industry. Ethnic minorities make up 35% of population; largest group is Mexican-American.

Treatments Provided: Group vocational counseling for more than 1,100 students, plus special counseling for 240 identified as needing more intensive attention; dissemination of vocational class offerings, Regional Occupational Program opportunities and other vocational information; home visitations; television program; placement of students on work experience stations.

Beneficiary Qualifications, Selection: Academically deficient, with low ratings in communication skills. Identified principally by teachers.

Achievement of Objectives: Rated "excellent" by interviewer, based on district evaluation of project indicating that most objectives were fully achieved, despite fact they had not been modified after funding came in at one-third of the proposed amount, and that several activities not projected in the application were also undertaken.

Validity of Objectives: Rated "fully valid" by interviewer.

SAN BENITO JOINT UNION HIGH SCHOOL DISTRICT

Project Title

"Supplementary Vocational Services for Disadvantaged Students"

Grant: $10,000. Notification date - October 20, 1972.

Number of Beneficiaries Reported: 111

Interview of Representative

Interviewee: John P. Rose, Director of Instruction

Context: High school serving agriculturally oriented area of approximately 20,000 population in and around community of Hollister. Wide range of income levels; "lots of millionaires and lots of poverty," particularly among Spanish surname residents, who constitute more than half of the population.

Treatments Provided: Guidance activities in career center; concentration on remedying low achievement in agriculture program, with limited similar efforts in auto and business education classes; efforts to alleviate language problems among students in prevocational classes (e.g., woodworking, general metals).

Beneficiary Qualifications, Selection: Under-achievers, all grades, mostly males, in prevocational and vocational categories. Identified by counselors and teachers.

Achievement of Objectives: Rated "below expectations" by interviewer, with comment that "objectives much too ambitious even if project had been fully funded, which it wasn't." Interviewee stated: "We tried to do too much. Tried to zero in on 110 kids, but couldn't get enough aides or enough clerical help. Had some realistic goals and some unrealistic; our goal about reducing the dropout rate was unrealistic."

Validity of Objectives: Rated "fully valid" by interviewer.

SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

Project Title

"Support Program to Strengthen Learnings of Disadvantaged Students in Vocational Education Programs"

Grant: $44,000. Notification date - September 18, 1972.

Number of Beneficiaries Reported: 212

Interview of Representative

Interviewee: Anson W. Thompson, Director, Vocational Education and Safety

Context: Three of four district high schools serving the city of San Bernardino and four other communities, all with a relatively high level of unemployment. District survey indicates 60% of students are from broken homes, 17% are orphans, 45% of those enrolled in vocational programs drop out before completion.

Treatments Provided: Designed around skill support for more than 200 students, to help learn mathematics and reading through tutoring, individualized instruction, correlation between skill areas and vocational classes.

Beneficiary Qualifications, Selection: Eleventh and twelfth graders with inadequate communication skills or other evidence of low achievement in vocational classes. Selected by teachers. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "good" by interviewer. Interviewee reported that survey made at one school showed dramatic difference in drop-out rate between students involved in program and those not involved.

Validity of Objectives: Rated "fully valid" by interviewer.

SAN DIEGO UNIFIED SCHOOL DISTRICT

Project Title

"Career Development Counseling and Job Placement for Disadvantaged High School Students"

Grant: $20,000. Notification date - September 18, 1972.

Number of Beneficiaries Reported: 131

Interview of Representative

Interviewee: Michael F. Hallahan, Career Development Services Department Counselor

Context: Morse High School, one of 15 high schools in district, with student body consisting of minority representation in excess of one-half and with 57% of students designated as academically disadvantaged.

Treatments Provided: Individual interviews (131 students involved in program) dealing with aspirations, alternative goals and means of attaining them; assessment of level of proficiency and personal attributes; job development and placement; "world of work" field trips; final round of individual interviews to discuss employment status and future prospects, plus--where appropriate--exploration of advanced training opportunities. "The most important service was to assist the student in developing self-image as an employable person."

Beneficiary Qualifications, Selection: Students in 12th grade enrolled in vocational education courses who were regarded as those most likely to drop out of school or the class. "The overriding qualification was poverty level." Selected by program counselor on basis of consultation with teachers, career counselor, other counselors and testing results. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer.

SAN DIEGO UNIFIED SCHOOL DISTRICT

Project Title

"Bilingual Vocational Project"

Grant: $12,000. Notification date - October 16, 1972.

Number of Beneficiaries Reported: 120

Interview of Representative

Interviewee: Rilla C. Lovell, Business Education Curriculum Consultant

Context: San Diego High School, one of 15 high schools in district, with highest concentration (33%) of Spanish surname students.

Treatments Provided: Bilingual instruction in business classes by one teacher hired through project, plus home visits, field trips and some work experience.

Beneficiary Qualifications, Selection: Interviewee stated that qualifications essentially were "interest in business skills and in enrolling in a business offering with a bilingual teacher." Added that beneficiaries "were not chosen, were informed and given free choice, were encouraged to enroll." All were supposed to be bilingual, but a few were not.

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "Valid in part" by interviewer as to legal intent, with comment that "sounds like persons were recruited because they were bilingual; the forms do not indicate handicaps for many of the enrollees." (Interviewee had stated that "many could speak little or no English and, because of background, were shy, not pushy.") Rated "fully valid" as to contextual need.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Project Title

"Computer Assisted Career Education"

Grant: $45,000. Notification date - October 16, 1972.

Number of Beneficiaries Reported: 381

Interview of Representative

Interviewee: Eugene J. Muscat, Project Director, E.D.P. Resource Center

Context: Woodrow Wilson High School, serving "poverty pocket" area with high percentage of families on welfare.

Treatments Provided: Computer assisted vocational testing (to move student toward career choice), diagnostic testing with subsequent enrollment in remedial classes to enable future success in regular vocational program.

Beneficiary Qualifications, Selection: Low-achievers or under-achievers, Referred principally by counselors and teachers, on basis of transcripts (emphasis on deficiencies in mathematics and English).

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer.

SAN JOSE UNIFIED SCHOOL DISTRICT

Project Title

"Youth Career Action Program"

Grant: $96,761. Notification dates - September 18, 1972 (initial funding of $47,500); December 16, 1972 (additional funding).

Number of Beneficiaries Reported: 404

Interview of Representative

Interviewee: Jack S. Nishihara, Acting Director, Youth Career Action Program

Context: Consortium project involving four other school districts, two community college districts and five public agencies in east San Jose, an area with one of Santa Clara County's highest drop-out rates, considerable young-adult unemployment and large population component of Spanish-speaking persons.

Treatments Provided: Vocational counseling at program center, individualized instruction in remedial English and mathematics, securing of employment or assisting in preparation for employment, referrals to public agencies for training programs, assistance in community college enrollment.

Beneficiary Qualifications, Selection: Emphasis on Mexican-Americans under age of 24, with history of welfare, probation, poor school attendance or drop-out, poor self-concept, problems in preparing for, seeking and securing employment. Interviewee said all beneficiaries did not meet qualifications, "felt obligation and had personal philosophy to service any person with special needs."

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer.

SAN JUAN UNIFIED SCHOOL DISTRICT

Project Title

"Basic Photography and Photographic Processing"

Grant: $5,000. Notification date - December 15, 1972.

Number of Beneficiaries Reported: 23

Interview of Representative

Interviewee: Donald J. Golden, Director, Vocational Education

Context: La Vista Continuation School in multi-high-school district serving population of approximately 400,000 in suburban environs of Sacramento. School at time had no vocational programs.

Treatment Provided: Instruction in basics of photography and processing designed to equip students with entry-level employment skills.

Beneficiary Qualifications, Selection: Enrollment in continuation school (which involved problems in achievement and/or attendance). Counselors directed students into program who expressed an interest in photography.

Achievement of Objectives: Rated "below expectations" by interviewer, based on interviewee's report that nine of the 23 students completed the program and only a few were placed in industry. Interviewer added comment that "problems of changing supervisor and teacher complicated project accomplishment."

Validity of Objectives: Rated "fully valid" by interviewer.

SANTA ANA UNIFIED SCHOOL DISTRICT

Project Title

"Ancillary Services - Transportation"

Grant: $18,200. Notification date - November 1, 1972

Number of Beneficiaries Reported: 549

Interview of Representative

Interviewee: Paul J. Riordan, Director, Career Education

Context: Three high schools and a continuation school serving community which is major target area in Orange County, particularly in certain sections where ghetto/barrio characteristics have developed.

Treatments Provided: Issuance of public transit bus passes.

Beneficiary Qualifications, Selection: Lack of means of transportation to permit attendance at off-campus vocational programs or work experience stations. Selected on basis of no transportation.

Achievement of Objectives: Rated "excellent" by interviewer, with comment that, aside from adhering tightly to timelines, which was made impossible in view of notification date, the objectives were exceeded. Instead of serving 200 students as proposed, interviewee reported, 549 were served.

Validity of Objectives: Rated by the interviewer "fully valid as to legal intent, if construed as stated in application;" rated "valid in part" as to contextual need. Interviewer explained he was told by interviewee that if "Rich Boy Jones" did not have a car, he was considered disadvantaged along with a low-income student who also lacked transportation. Interviewer continued: "Some serious questions could be raised as to the legality of Part A expenditures for a student in the 'Rich Boy Jones' category who lacks transportation only because he doesn't have a car. The parents in this situation would be more than able to provide transportation costs for their child. With limited funding available, this could mean that some students whose parents cannot afford the expense of public transportation may have been left out."

Validation Visit

Site visit findings yielded no major discrepancies with representative interview. Site visit team found district personnel "very open" about the qualification factor and reported they stated that the definition of disadvantagement based solely on lack of transportation had been cleared with a state official before the project was written. Team chairman added: "So

the district was not trying in any way to be subversive. They went ahead, based on state approval of the definition, and in fact have been refunded this year (1973-74) for the same project."

Strengths: Project leadership; conscientious administrative control in record-keeping and student check-ups prior to renewing bus passes; number of students served; the implicit "honor system" for beneficiaries, who were expected to report to their counselors if they had found other means of transportation or were being paid for their work (which in itself became an ineligibility factor).

Needs for Improvement: Lack of flexibility inherent in use of transit system with fixed routes which sometimes resulted in rides of inordinate time-length; the qualifying factor for disadvantagement, which did allow for some misrepresentation, although professionals involved seemed to feel there was a minimum of this; absence of hard data to substantiate that the objectives of reducing dropouts and unemployment, and enrollment of disadvantaged students in vocational programs had quantitatively been accomplished; inadequate orientation of students who, at the outset, were not used to public transportation and had apprehensions about it.

SANTA BARBARA HIGH SCHOOL DISTRICT

Project Title

"General Clerical Training/In-School Work Experience Program for the Disadvantaged"

Grant: $2,750. Notification date - September 18, 1972.

Number of Beneficiaries Reported: 26

Interview of Representative

Interviewee: Mary P. Scopatz, Chairman, Business Education Department, Santa Barbara High School

Context: Santa Barbara High School, one of three public high schools in coastal community of 70,000 population, with wide range of income levels. School serves "inner city" area, with poverty pockets.

Treatments Provided: Clerical skills instruction and in-school work experience for students who could not succeed in regular program; project designed to help students decide whether they liked clerical work by preparation for and exposure in a controlled situation; "they were not ready for such work outside the school environment."

Beneficiary Qualifications, Selection: Low-achievers or under-achievers. Selected principally by program director on basis of meeting qualifications and tentative interest in clerical work. Interviewee believed all met qualifications, although "not really sure about one."

Achievement of Objectives: Rated "good" by interviewer, with comment "almost excellent in terms of what they said they would do; it appears that small projects such as this one are more cost-effective than larger projects."

Validity of Objectives: Rated "fully valid" by interviewer.

STOCKTON UNIFIED SCHOOL DISTRICT

Project Title

"Communication Skills for Disadvantaged Students"

Grant: $28,500. Notification date - September 18, 1972.

Number of Beneficiaries Reported: 171

Interview of Representative

Interviewee: Victoria A. Sanders, Communication Skills Specialist, Vocational Education Department

Context: Franklin High School, one of three high schools in district serving agriculturally oriented city of approximately 200,000 population, where a high proportion of the residents have low incomes and almost half the high school students are from minority ethnic groups.

Treatments Provided: Communication skills remediation in a continuing "multi-level, multi-sensory" center program designed to equip students to function in an adult community.

Beneficiary Qualifications, Selection: Desire to participate, enrolled in vocational program, normal ability but a history of under-achievement. Students who met qualifications selected on basis of their own initiation. Teachers and other students influential in suggesting advantages of center.

Achievement of Objectives: Rated "excellent" by interviewer, with comment that "this project, in my opinion, was outstanding." Interviewee stated, "We averaged, with approximately 40 hours of instruction, two years of communication skill growth."

Validity of Objectives: Rated "fully valid" by interviewer.

Validation Visit

The site visit team concurred with the interviewer ratings. Whereas "a minimum of 100" students was proposed in the project application to be served, services actually were extended to a total of 171 students. In the team's judgment, "The program has great merit; it is the kind of thing which should be supported and disseminated to other parts of the state."

Strengths: Program acceptance, not only at school of origin but as indicated by expansion in concept to other schools of the district; quality and

dedication of staff; excellence of facilities and their identification, by door sign and equipment labeling, with "vocational education"; individualization of diagnosis and remediation; voluntary system of student selection; student attitude toward center ("during a student disorder at the school, there was some vandalism in the corridors, but two of the students involved in the center stood outside the door to be sure there was no hanky-panky in the center").

Needs for Improvement: ("People identifying needs for improvement did so rather grudgingly," the team report stated, "because the overall reaction to the center was very good.") Expansion of services to accommodate waiting list of approximately 100 students; more easily understood vocational information materials; possibly inclusion of mathematics in remediation work.

The site visit professionals also observed that some of the students interviewed could not be classified as either vocational or truly as pre-vocational, though this seems to be a fault of the reporting form rather than the integrity of the responses. It also poses the question of what proportion of students should be vocationally oriented in an activity supported only in part by vocational funds.

SWEETWATER UNION HIGH SCHOOL DISTRICT

Project Title

"Career Guidance Services at Mar Vista Adult School, San Ysidro Center"

Grant: $20,000. Notification date - December 15, 1972.

Number of Beneficiaries Reported: Not reported.

Interview of Representative

Interviewee: Kenneth C. Thomas, Career Development and Guidance Specialist

Context: San Diego vicinity, extending south to area adjacent to Mexican border. Fluid population; staging area for immigrants; generally low income, with many seasonal farm workers. Project centered at adult school center in San Ysidro, near border. Youth unemployment in area estimated at over 90%.

Treatments Provided: Bilingual career counseling, identification of vocational education needs, assistance in use of existing services and community resources, aid in making realistic and informed training or occupational choices--both at center and through outreach activities.

Beneficiary Qualifications, Selection: Newly immigrated Mexicans were main target audience; secondary attention to unemployed parents of first-generation Mexican-American students. Services largely self-selected by beneficiaries. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "excellent" by interviewer, who noted that project led to establishment of child care center; instructional program in auto mechanics; ROP programs (e.g., ornamental iron); many referrals to ROP, SER, NYC, youth employment service, Adult Job Corps; enrollments in Mar Vista Adult School.

Validity of Objectives: Rated "fully valid" by interviewer.

ALAMEDA COUNTY SCHOOL DEPARTMENT

Project Title

"Alameda County Court-Related Schools Vocational Education Project"

Grant: $19,000. Notification date - October 16, 1972.

Number of Beneficiaries Reported: 384

Interview of Representative

Interviewee: Ray Cupps, Coordinator, Vocational Education

Context: Two of seven court-related schools at county juvenile facilities, with students from throughout county where, in interviewee's words, there is "everything from heavy industry to agriculture, and the total spectrum of a metropolitan population" in terms both of ethnic groups and income levels.

Treatments Provided: Exploratory and general work experience, carpentry and home economics instruction, plus counseling in areas of job preparation and job information.

Beneficiary Qualifications, Selection: Interviewee stated, "If these young people were at the schools, they were automatically in the program."

Achievement of Objectives: Rated "acceptable" by interviewer, with comment that one of the three objectives, stating that "each student...will acquire entry-level skills qualifying him for employment upon release," was not achieved "because it was very unrealistic." Interviewee explained: "I don't think that could have been achieved because some students are only in the schools a week or a month and then they're sent back to their own homes and schools."

Validity of Objectives: Rated "fully valid" by interviewer.

Validation Visit

Site visit findings were generally in concurrence with information supplied at the representative interview. Team report called this "a very unusual situation and a quite unusual program." Report added: "The students are teen-age boys and girls, described as 'many time losers,' at least in society's definition of the word 'losers.' They are serving time on such charges as burglary, auto theft, purse snatching, and even a few armed robberies. They are people of whom it was said that this, in many cases, is their last shot at education for responsible maturity, and if this last chance does not in some measure succeed, chances are that they may spend a good deal of their adult lives behind bars."

Strengths: Exploratory experience in work stations at the facilities and other county facilities, supervised and coupled with instruction, and, for many of the students, their first exposure to a regularized life and the world of work; general work experience in the community, periods when the students were completely on their own recognizance; career counseling; environment of the juvenile facilities, in a country setting yet close to the community, enabling ready conduct of general work experience; capability and dedication of the operational staff.

Needs for Improvement: Virtually total lack of effort to predetermine student aptitudes and interests before assigning to stations in the exploratory work experience phase (all such assignments seemed "pretty arbitrary"); insufficiency of variety in work stations, especially in the general work experience phase ("places like drive-ins and a few car washes, and that was about it"); little relationship as realized by staff, between exploratory work experience provided and the needs of today's labor market ("it does teach them job habits, however, and this can't be minimized"); general absence of understanding among the staffs of the schools that they were involved in a specially funded project; summertime intermixing of exploratory work experience and NYC jobs, so that some students were being paid at NYC rates while others in same work were not.

Report had this final comment: "This is a program that can make real impact with some students, some impact with some and perhaps little or no impact with others, but no matter how few it may really turn around in life, those few certainly make it worthwhile."

CONTRA COSTA COUNTY SUPERINTENDENT OF SCHOOLS OFFICE

Project Title

"An Office Education Program for Disadvantaged Girls at Contra Costa County Girls' Center School"

Grant: $10,000. Notification date - September 18, 1972.

Number of Beneficiaries Reported: 70

Interview of Representative

Interviewee: Joe DeMello, Coordinator of Delinquent and Dependent Programs

Context: Probation department institution for girls placed by juvenile court, with special education program provided by county schools office. Population area of nearly a half-million; wide income range and diverse economic bases.

Treatments Provided: Office education instruction to develop entry-level clerk-typist employment skills.

Beneficiary Qualifications, Selection: Had to be wards of the court, with low achievement level resulting from such conditions as cultural isolation. Selected through screening with a battery of tests and consultation with instructors. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "excellent" by interviewer, citing interviewee statement that of 70 girls in program, 21 graduated with high school diploma by end of school year and, as of mid-summer, 1973, 22 were employed in business-related fields.

Validity of Objectives: Rated "fully valid" by interviewer.

FRESNO COUNTY DEPARTMENT OF EDUCATION

Project Title

"Occupation Up!"

Grant: $38,000. Notification date - September 18, 1972.

Number of Beneficiaries Reported: Not determinable from data.

Interview of Representative

Interviewee: John A. Vergo, Coordinator, Occupational Education

Context: Final year of three-year demonstration project, jointly sponsored by county department of education and Fresno Model Cities Program for neighborhood of about 28,000 population where nearly half of the adults had less than eight years of education, the unemployment rate ranged up to 25% and more than 40% of the family units had annual incomes of less than $3,000.

Treatments Provided: Individualized counseling and guidance, job placement.

Beneficiary Qualifications, Selection: Model Cities neighborhood student or dropout. Selected by counselors and aides. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "below expectations" by interviewer, who stated, "I really have no feel for this. Interviewee said he believed the project to have been a success. (Ed. note - although he stated one objective not met and did not know degree of attainment on others). The written evaluation said it was worthwhile, but data are not available. Interviewee said he was the only person left around who had been associated with the project and he had only been involved for the last six months on a part-time basis. He did not know where the files were, until he located them through a secretary who had worked on the project. Only two files left. Data very incomplete."

Validity of Objectives: Rated "fully valid" by interviewer.

MENDOCINO COUNTY SCHOOLS OFFICE

Project Title

"Transportation for Disadvantaged Adults in Office Occupations"

Grant: $5,000. Notification date - September 18, 1972.

Number of Beneficiaries Reported: 27

Interview of Representative

Interviewee: Helen Blundell, Vocational Education Assistant

Context: Main focus on county ROC/P business school in area of high unemployment and high welfare rate in lumber and agricultural region of Northern California.

Treatments Provided: Reimbursement to adults in office occupation classes for school-home travel at rate of three cents per mile.

Beneficiary Qualifications, Selection: Essentially lack of money to drive or share transportation costs from remote areas of district to school. Selected mainly by HRD referrals and "word of mouth." Interviewer believed all met qualifications.

Achievement of Objectives: Rated "acceptable" by interviewer, with comment that "the primary problem appears to be one of unfortunate initial selection of personnel who failed to perform (didn't keep accurate records) and resigned midway through the project. The claim, as a result, was below the funds awarded, simply because sufficient documentation was not available."

Validity of Objectives: Rated "fully valid" by interviewer.

STANISLAUS COUNTY DEPARTMENT OF EDUCATION

Project Title

"Vocational Guidance Counselor, Counselor Aides, Career Materials and Self-Propelled Guidance Facility for Disadvantaged Persons"

Grant: $14,400. Notification date - September 18, 1972.

Number of Beneficiaries Reported: 96

Interview of Representative

Interviewee: Otis Mercer, Administrative Assistant

Context: Mobile vocational guidance facility, with staff and materials, to serve all district high schools, private non-profit high schools, juvenile hall, farm labor camps and community colleges in valley county of approximately 200,000 population. Agriculturally oriented area, with sizable migrant worker component.

Treatments Provided: Continuation of bilingual vocational guidance and counseling, to identify interests and aptitudes and direct to appropriate vocational programs.

Beneficiary Qualifications, Selection: Students with serious academic handicaps, often resulting from lack of educational and career goals. Beneficiaries identified principally by teachers. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "valid in part" as to legal intent, based on interviewee's statement, as reported by interviewer, that "his current year (1973-74 application) was disallowed on basis of the state's interpretation of requirements for Part A. He was soliciting all disadvantaged students and servicing those who had potential. The state said it had to be restricted to vocational education enrollees, also that there was a three-year limit on any single project. Meanwhile funded a Fresno project for the same thing. Feels it was a demonstration project. He meets requirement of disadvantaged youths; however, he is not specific to vocational education. I believe his bending of 'legal' is well justified (as did the state originally)." Rated "fully valid" as to contextual need.

TULARE COUNTY DEPARTMENT OF EDUCATION AND
TULARE COUNTY ORGANIZATION FOR VOCATIONAL EDUCATION

Project Title

"Career Guidance Consultant for the Disadvantaged Population of Tulare County"

Grant: $25,000. Notification dates (uncertain) - October or November, 1972 (initial funding of $15,000); December or January, 1973 (additional funding).

Number of Beneficiaries Reported: Not reported.

Interview of Representative

Interviewee: R. Jack Stinson, Director, Tulare County Organization for Vocational Education

Context: Mobile career guidance facility, with staff and materials, to serve high schools, community centers and Indian reservation in agriculturally oriented valley county.

Treatments Provided: Bilingual counseling concerning career options, plus testing and follow-up communication with counselors, through use of mobile van, purchased and equipped with project funds.

Beneficiary Qualifications, Selection: Learning problems or delinquency, indication of interest in vocational education. Referred by counselors. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "acceptable" by interviewer, because although "accomplishments stated in interview and shown in limited data available appear to be very good, specific detailed data were not available to demonstrate quantification of significant results relative to vocational education. This is not, however, meant to imply results may not have been achieved.

Validity of Objectives: Rated "fully valid" by interviewer.

ANTELOPE VALLEY JOINT JUNIOR COLLEGE DISTRICT

Project Title

"Project Outreach"

Grant: $24,000. Notification date - September 27, 1972.

Number of Beneficiaries Reported: 155

Interview of Representative

Interviewee: Jennings G. Brown, Dean of Instruction

Context: Community college in Southern California semi-desert region embracing approximately 3,000 square miles and population of about 145,000; changing to be less agriculturally oriented and more reliant on aircraft industrial.

Treatments Provided: Recruitment, vocational guidance and counseling, basic job skills instruction, job placement.

Beneficiary Qualifications, Selection: Low-achieving and under-achieving students or dropouts. Selection based on decision of counselors at time of registration, utilizing completed applications, transcripts and interviews. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer.

BARSTOW COMMUNITY COLLEGE DISTRICT

Project Title

"Vocational Education for Disadvantaged Persons"

Grant: $9,000. Notification date - December 18, 1972.

Number of Beneficiaries Reported: 62

Interview of Representative

Interviewee: Garland Dittman, Work Experience Coordinator

Context: Community college serving desert area with limited economic base, significant number of unemployed; 75% first-year drop-out rate.

Treatment Provided: Tutoring.

Beneficiary Qualifications, Selection: Any student enrolled in a vocational class who was identified by teacher as needing help or whose name appeared on deficiency list. Principal selection and referral by teachers. Interviewee stated that all students were qualified "in a liberal sense of the definition of what a vocational student is, but not a more conservative definition."

Achievement of Objectives: Rated "below expectations" by interviewer. Interviewee stated that "lack of cooperation from others and lack of my being able to devote enough time caused a lower level of accomplishment from the project."

Validity of Objectives: Rated "valid in part" by interviewer, both as to legal intent and contextual need. Concerning the former, interviewer commented: "Breakdown came in defining vocational student as anyone taking an occupational class and in providing tutorial help for any class which the individual was failing, whether or not related to any sequence of occupational courses leading to preparation for work." Concerning the latter: "Student and community need seemed to provide a base for the project; however, the lack of campus support and commitment indicated there were some problems in terms of universally accepted needs."

CERRITOS COMMUNITY COLLEGE DISTRICT

Project Title

"Full Career Opportunities for Disadvantaged, Food Service Industry"

Grant: $15,000. Notification date - October 24, 1972.

Number of Beneficiaries Reported: 22

Interview of Representative

Interviewee: Doris Sanson, Chairman, Health Occupation Division

Context: Community college serving several communities totaling approximately 325,000 population in Los Angeles area.

Treatments Provided: Entry-level job skills training for work as short-order cook and waitress.

Beneficiary Qualifications, Selection: ROP students, referred principally through counselors. Selected, using VEA criteria, according to interviewee; "first-come, first-served; we took as many as we could handle." Interviewer noted: "The area of selection criteria needs to be clarified. They were taking students on referral from counselors who were supposedly familiar with disadvantaged criteria. Information gathered from interviewee made it impossible to determine if this was the case."

Achievement of Objectives: Rated "good" by interviewer, who explained that rating was "in relationship to objectives stated by interviewee; a copy of the proposal was not made available at the time of interview."

Validity of Objectives: Rated "fully valid" by interviewer, with same qualifying comment as that given immediately above.

Validation Visit

Site visit findings tended to validate most of the major items of the representative interview. Discrepancies were noted in accounts of advisory committee participation and numbers of students actually in program. Also, since all of students were gone and records "rather weak," it could not be determined whether students had met disadvantaged status criteria.

Team noted: "This was far and away the most disorganized reception that we have gotten," explaining that principal contact was not available for the first day of the two-day visit, student names were not available until the second day and alternate contact was cooperative but of little help in supplying data. Team felt "lack of interviews with students represents the real problem of coming in a year later and attempting to locate a rather highly mobile population."

Strengths: Viable and ongoing program; exceedingly competent instructors; job placement for 15 of the 22 students involved; innovation in starting restaurant-coffee shop operation for college; excellent facilities; community outreach.

Needs for Improvement: Insufficient interest and participation by steering committee; failure of students to retain jobs in most cases; lack of adequate records; no discovered evidence of criteria for selection of disadvantaged beneficiaries; lack of follow-up.

CHAFFEY COMMUNITY COLLEGE DISTRICT

Project Title

"Pre-Vocational Evaluation Assessment"

Grant: $27,000. Notification date - September 27, 1972.

Number of Beneficiaries Reported: 271

Interview of Representative

Interviewee: Betty C. Tanner, Instructor

Context: Off-campus center to serve youths without employable skills in western area of San Bernardino County, where many families are at the poverty level and youths are isolated from "models" of productive wage-earners.

Treatments Provided: Communication skills remediation, career counseling and guidance, individualized job training instruction, employment readiness assistance.

Beneficiary Qualifications, Selection: Primarily aimed at young adults with obstacles preventing career goal accomplishments, people who never intended to go to college, who were afraid of the campus and/or could not get there. Referrals by agencies and high school counselors, recruited by advertising and community contacts; selected on basis of individual interviews.

Achievement of Objectives: Rated "good" by interviewer, with comment that "beneficiaries were apparently able to move toward identified goals, and the project maintained the flexibility to be mobile and continually responsive."

Validity of Objectives: Rated "fully valid" by interviewer.

COACHELLA VALLEY COMMUNITY COLLEGE DISTRICT

Project Title

"Clerical Science"

Grant: $7,000. Notification date - September 27, 1972.

Number of Beneficiaries Reported: 38

Interview of Representative

Interviewee: James T. Pulliam, Coordinator, Occupational Education

Context: Community college (College of the Desert) serving area devoted to tourism, agricultural and service industries; population of approximately 250,000 with very diverse income levels ranging from Palm Spring's wealthy to older people on fixed incomes and migrant workers.

Treatments Provided: Bilingual instruction to equip with entry-level skills for clerical jobs, plus acquainting with other college business programs.

Beneficiary Qualifications, Selection: Mostly language problem or educational attainment short of high school graduation level. (High percentage of Mexican-Americans.) Referral by HRD, college learning lab and business education instructors. Selected mainly on "initiative, motivation and interest; we didn't shut anyone off if they were interested."

Achievement of Objectives: Rated "acceptable" by interviewer, in view of information received that training was provided to less than two-thirds the number of students proposed in the application. Interviewer noted that "all other objectives were met or exceeded," essentially relating to recruitment, employment of beneficiaries or their enrollment in regular vocational program.

Validity of Objectives: Rated "fully valid" by interviewer.

COMPTON COMMUNITY COLLEGE DISTRICT

Project Title

"Open-Entry/Open-Exit Mini-Programs, Phase I"

Grant: $50,000. Notification date - November 13, 1972.

Number of Beneficiaries Reported: 349

Interview of Representative

Interviewee: Southey M. Johnson, Supervisor - Manpower

Context: Community college serving lower-middle-class communities in Los Angeles area; high percentage of ethnic minority population; high rates of crime, drug addiction, drop-out, unemployment.

Treatments Provided: Vocational counseling, short-term instruction in several vocational areas to equip with employable entry-level skills, supportive services (e.g., funds for baby-sitting, transportation, medical services, rent, installment credit), on-job training, consumer education, placement.

Beneficiary Qualifications, Selection: Unemployed or under-employed, low family income, receiving public assistance; referral by public agency. Chosen on basis of interview and successful completion of orientation session. Interviewee doubted that 100% met qualifications, added, "Although difficult to substantiate, it appeared that a small number falsified applications and/or misrepresented their situation in order to obtain program benefits."

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer.

CONTRA COSTA COMMUNITY COLLEGE DISTRICT

Project Title

"Taking a New College to the Old Barrios and Ghettos"

Grant: $14,000. Notification date - Reported as October, 1972.

Number of Beneficiaries Reported: 388

Interview of Representative

Interviewee: John Carhart, President, Los Medanos College

Context: Pre-opening year for new college in Bay Area multicollege district which includes low-income, high-unemployment communities.

Treatments Provided: Outreach activities at high schools and community gathering places to recruit people into vocational programs upon opening of Los Medanos College, also to establish community lines of communication.

Beneficiary Qualifications, Selection: Primarily low-income minority students, although did not exclude whites. Selected by high school counselors, OEO personnel through use of disadvantaged criteria. Interviewee stated not all met qualifications; "if they asked for service, we would service them."

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer.

FOOTHILL COMMUNITY COLLEGE DISTRICT

Project Title

"De Anza College Multicultural Program"

Grant: $5,000. Notification date - September 27, 1972.

Number of Beneficiaries Reported: 35

Interview of Representative

Interviewee: Edward W. Kawazoe, Coordinator, Multicultural Department, De Anza College

Context: One of two district colleges serving area of approximately 150,000 population in Santa Clara County; technologically oriented economy with relatively high income level but with a substantial number of those who enroll in college unable to read or write at ninth or tenth grade level.

Treatments Provided: Recruitment, tutoring, peer counseling, vocational guidance.

Beneficiary Qualifications, Selection: Economic and educational disadvantagement; recruited through community contacts; selected on basis of testing and data analysis to assure met disadvantaged criteria. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "acceptable" by interviewer, based on interviewee's judgment that results "more good than bad, but don't feel we did a magnificent job."

Validity of Objectives: Rated "valid in part" by interviewer, both as to legal intent and contextual need. In connection with former, interviewer stated, "Prevocational emphasis; may not have related as closely as should have to vocational education, but don't believe this is in real legal conflict." In connection with latter: "No indication that true needs assessment had been performed to identify priorities of services that should be provided. Basically, however, objectives seemed sound."

FOOTHILL COMMUNITY COLLEGE DISTRICT

Project Title

"Career Education Project - Foothill College"

Grant: $15,000. Notification date - September 27, 1972.

Number of Beneficiaries Reported: 37

Interview of Representative

Interviewee: Raul R. Felix, Chairman, Associate Coordinators, Multicultural Relations and Special Services

Context: One of two district colleges serving area of approximately 150,000 population in Santa Clara County; technologically oriented economy with relatively high income level but with a substantial number of those who enroll in college unable to read or write at ninth or tenth grade level.

Treatments Provided: Principally recruitment and vocational guidance, according to interviewee.

Beneficiary Qualifications, Selection: Economic disadvantagement; referral by financial aids officer. Identified low academic skills; referred by counselors. Selection by project coordinator. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "below expectations" by interviewer, with comment that "problems of political pressures, minority unrest and poor personnel selection caused deterioration in project performance."

Validity of Objectives: Rated "fully valid" by interviewer as to legal intent. Rated "valid in part" as to contextual need, with comment that "there was not a clear indication that a true community needs assessment and selection criteria had been established and implemented."

GROSSMONT COMMUNITY COLLEGE DISTRICT

Project Title

"Career Planning and Placement Center and Office Assistant Program"

Grant: $10,000. Notification date - October 1, 1972.

Number of Beneficiaries Reported: Not reported.

Interview of Representative

Interviewee: C. Allen Paul, Dean, Technical-Vocational Education

Context: Community college serving San Diego County area of approximately 225,000 population, with 15% component of economically disadvantaged and nearly 9,000 families receiving Aid to Families with Dependent Children. In general, these families are without a male head of household and the mother is unable to find work, due to lack of skills, as well as often due also to a value structure incompatible with long-term employment.

Treatments Provided: Orientation to college, semester-length instruction in core skills for entry-level business office employment, plus counseling, tutoring, work experience.

Beneficiary Qualifications, Selection: Welfare mothers, mainly recruited through notices disseminated by public agencies and newspaper advertisements. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "excellent" by interviewer, based on interviewee report of approximately 90% placement of beneficiaries, with "some getting more money than some two-year graduates."

Validity of Objectives: Rated "fully valid" by interviewer.

HARTNELL JOINT COMMUNITY COLLEGE DISTRICT

Project Title

"Programs for Disadvantaged in Early Childhood Education and Tutoring"

Grant: $16,000. Notification date - December 18, 1972.

Number of Beneficiaries Reported: 82

Interview of Representative

Interviewee: Katharine Whieldon, Human Services Program Coordinator

Context: Community college serving a Monterey County area of approximately 250,000 population; county continues to be classified as "persistent unemployment area." Salinas region, where college centered, has double the national unemployment rate.

Treatments Provided: Primary thrust was curriculum modification in early childhood education to meet needs for upgraded skills of employed people at bottom of career ladder.

Beneficiary Qualifications, Selection: Interviewee said qualifications "difficult to define;" beneficiaries mostly women out of school for a long time, employed with children, unsophisticated, eager to learn, mostly Spanish-speaking. Referrals by agencies. Selection by beneficiary; "they chose the program." Interviewee stated not all students met qualifications; some of those served were majors in the courses.

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer.

KERN COMMUNITY COLLEGE DISTRICT

Project Title

"Disadvantaged Vocational Education"

Grant: $9,500. Notification date - October 24, 1972.

Number of Beneficiaries Reported: 162

Interview of Representative

Interviewee: Fred Ittner, Associate Dean of Instruction, Occupational Education, Bakersfield College

Context: District with urban and rural mix in population of approximately 400,000, resulting in congestion and isolation, stable business or industrial employees and uncertain migratory workers.

Treatments Provided: Three aspects - (1) preparation of students in summer for vocational education enrollment in fall through instruction in basic skills, (2) combination agri-business training at college and work experience, (3) upgrading management and supervisory skills of persons already employed in public agencies to be community development specialists, working with disadvantaged populations.

Beneficiary Qualifications, Selection: Low academic achievement. People recruited for participation; interviewee stated there was "very little selection and few turned down"; thus, he said, not all met qualifications.

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "valid in part" by interviewer, both as to legal intent and contextual need. Explanation: "The community development specialist component seems questionable because the 'students' are employees and the benefits indirect."

LONG BEACH COMMUNITY COLLEGE DISTRICT

Project Title

"Special Supportive Instructional Services for Disadvantaged Students"

Grant: $21,000. Notification date - October 24, 1972.

Number of Beneficiaries Reported: 346

Interview of Representative

Interviewee: Emil E. Lubick, Dean, Special Projects

Context: College serving city of approximately 400,000 population in Los Angeles area; 11% of population below poverty level.

Treatments Provided: Individualized instruction, occupational orientation in VIP Center equipped and staffed through project.

Beneficiary Qualifications, Selection: Educational deficiencies; preliminary identification by vocational teachers and counselors; further screening through interview and assessment testing at VIP (Vocational Individualized Programs) Center. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer.

Validation Visit

Generally, the site visit validated the accuracy of the representative interview.

Strengths: Commitment, enthusiasm and dedication of personnel involved; close relationship of self-paced learning materials, visuals and other tools at center to occupational subject matter; operational flexibility of the center, open long hours with materials usually readily available; coordination of center with other learning labs on campus, for inter-referral according to student needs; good rapport with appropriate community organizations; quality of materials developed by center personnel.

Needs for Improvement: Insufficiency of trained and qualified staff; need, recognized by college, for more materials, as well as more advanced materials; remote location of center in relation to technical instructional area.

Report also commented: "The evaluation of the project conducted by project principals deserves to be singled out for praise. It was based on actual survey information of students, instructors and other people who had been directly or indirectly involved. There were data on each beneficiary, and the evaluation was specifically written in terms of each of the project objectives. These objectives were stated in measurable terms, and the evaluation was realistic in relationship to the stated measurements. Our feeling is that this is one of the best Part A project evaluations we have seen."

Annother comment: "There is a great need for exemplary programs to be shared with institutions which are trying to accommodate the same kinds of needs with their student populations. It would be hoped that some of the information on the Long Beach project and other noteworthy projects identified in this evaluation process would be documented carefully and disseminated widely."

LOS ANGELES COMMUNITY COLLEGE DISTRICT

Project Title

"Expanded Tutoring Program for Disadvantaged Students in Vocational Curricula"

Grant: $19,000. Notification date - November, 1972.

Number of Beneficiaries Reported: 261

Interview of Representative

Interviewee: Stanley Schall, Coordinator, Career Education, Los Angeles City College

Context: Los Angeles City College, serving inner-city area of Los Angeles, which is characterized by significant social and economic deprivation, with crowded living conditions, poor housing, low income, high unemployment and low educational achievement.

Treatments Provided: Peer tutoring.

Beneficiary Qualifications, Selection: Enrolled in vocational courses and deficient in their studies, plus willingness to make time commitment to participate in program. Selection on basis of faculty inputs and student initiation. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "excellent" by interviewer, based on information from interviewee that all measurable performance objectives were "completely achieved" and his statement that program success was measured in terms of dropouts, with only 7 of 261 beneficiaries dropping out.

Validity of Objectives: Rated "fully valid" by interviewer.

LOS ANGELES COMMUNITY COLLEGE DISTRICT

Project Titles

"Recruitment and Survival for Occupational Education," "Vocational Education Assistance Program," "Allied Health Professions Basic Science Retention Program"

Grants: $54,000. Notification date - September 27, 1972.

Number of Beneficiaries Reported: 75

Interview of Representative

Interviewee: Robert Sayette, Director, Occupational Education, East Los Angeles College

Context: East Los Angeles College, serving area of high-density minority population where cultural and language barriers create serious communications problems, including those associated with the effort to render educational services.

Treatments Provided: Recruitment and development of communication skills in first project; study skills improvement course to improve contextual understanding of vocationally-related terms in second project; development of mathematics, communication and science skills through use of auto-tutorial materials in third project.

Beneficiary Qualifications, Selection: Low learning skill level (usually associated with language or cultural problem); dropout or unemployed for first project; under-achievement in vocational education programs for other two projects. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "acceptable" by interviewer, with comment noting "funding notification problem described by interviewee" and statement that he "also intimated there was poor management" on two of the three projects.

Validity of Objectives: Rated "fully valid" by interviewer.

LOS ANGELES COMMUNITY COLLEGE DISTRICT

Project Title

"Recruitment, Remediation and Retention of Vocational Education Students Who Are Disadvantaged"

Grant: $40,000. Notification date - September or October, 1972.

Number of Beneficiaries Reported: 158

Interview of Representative

Interviewee: Jeanne T. Landis, Counselor, Los Angeles Harbor College

Context: Los Angeles Harbor College, serving eight communities, five of which have been designated as blighted and/or endangered and which have a high rate of unemployment. College stated that members of these communities have not had success with the regular educational process and have little patience with it; they are not motivated to overcome their disadvantagements by the route of education because of past failures in the educational system.

Treatments Provided: Career guidance with assessment of capabilities and exploration of options; peer recruiting, counseling, tutoring.

Beneficiary Qualifications, Selection: Interviewee stated there were no announced selection criteria; "didn't want individuals to feel they had to meet criteria." Focus on the unemployed or under-employed, people with low reading levels, skills so undeveloped they could not qualify for entry-level employment. Identified by counselors, who talked with staffs at community centers. Interviewee added, "Written criteria are almost death in these areas, and to overcome the stigma about 'remedial' services, we changed the word to 'developmental'." Interviewee believed all fell in focus categories; others were directed to regular vocational programs.

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer as to legal intent. Rated "valid in part" as to contextual need, with comment that "it was difficult to identify specific conditions and community concerns that led to this specific priority; this is perhaps because the interviewee was not involved in the proposal and planning, but was the implementer. The proposal (written) was extremely thorough."

Validation Visit

Generally, the site visit substantiated information obtained in the representative interview and, in many instances, clarified "fuzziness" that seemed to exist there.

Site visit team noted two prevalent campus-wide philosophies: (1) reluctance on part of staff to identify people openly as "disadvantaged," which does not imply that special treatments are not provided, and (2) career-ladder approach to occupational education, encouraging all students to utilize their potential to the greatest degree.

Strengths: Excellent working relationship among principals involved in the project; competency of these principals; strong impact of recruitment and outreach component, particularly in the Samoan community; instructional approach taken in reading lab (psychological rather than English; "you have to start with the individual and his self-concept and then you move on to the reading problem"); accomplishment of diagnostic testing processes in really giving students insights about their own potential and aiding them in identifying career objectives.

Needs for Improvement: Lack of organized needs assessment that could defensibly set priority for project; lack of written or established criteria and procedures for qualifying students as disadvantaged for project; insufficient support services (e.g., transportation, child care).

Report also commented: "One of the things really impressive was the philosophy of Harbor College in terms of funded projects. They take a long-range approach, thinking in terms of one component one year, another the next, and continuing through several years of funding to give add-on benefits until the service is at a point where financially the college and the district can continue to maintain it. This is commendable. Too often we have seen evidence of colleges who become more interested in getting the funding than in the long-term effects and impact on the students they are trying to serve."

LOS ANGELES COMMUNITY COLLEGE DISTRICT

Project Title

"Supplementary Learning"

Grant: $11,000. Notification date - October 31, 1972.

Number of Beneficiaries Reported: 111

Interview of Representative

Interviewee: James R. Heusdens, Assistant Dean - Instruction, Los Angeles Southwest College

Context: Los Angeles Southwest College, located in an area with a high percentage of Black residents and extremes in unemployment and income.

Treatments Provided: Individualized instruction reviewing material covered in regular classes in prosthetics and measurement science to allow beneficiaries sufficient exposure to absorb information and acquire needed manipulative skills.

Beneficiary Qualifications, Selection: Chiefly academically disadvantaged, including inability to use hand tools. Chosen by instructors. Not all met qualifications, because some of the better students were also interested in using the materials.

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer.

LOS ANGELES COMMUNITY COLLEGE DISTRICT

Project Title

"Meeting Staff Requirements for an Expanded Learning Center"

Grant: $9,000. Notification date - Reported as August or September, 1972.

Number of Beneficiaries Reported: 1,570

Interview of Representative

Interviewee: R. D. Vreeland, Assistant Dean of Instruction, Los Angeles Trade-Technical College

Context: Los Angeles Trade-Technical College, which, because of its unique-to-the-district curriculum offerings, serves the entire district (population over 4 million).

Treatments Provided: Development of communication skills, made available to more disadvantaged students through augmentation of learning center staff.

Beneficiary Qualifications, Selection: Under-achievement, particularly in communication skills. Selected mainly on basis of teacher referral; a few drop-ins. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "below expectations" by interviewer, noting that funding was less than half the amount requested and that timing of notification prevented full use of funds approved.

Validity of Objectives: Rated "fully valid" by interviewer.

LOS ANGELES COMMUNITY COLLEGE DISTRICT

Project Title

"A Program of Educational Remediation in the North San Fernando Valley Mexican-American Community"

Grant: $30,000. Notification date - December 18, 1972.

Number of Beneficiaries Reported: 33

Interview of Representative

Interviewee: James Micko, Project Director, Los Angeles Valley College

Context: Los Angeles Valley College, serving area where the Mexican-American population numbers approximately 20% of total population, but whose college population includes less than 6% Mexican-Americans, with most of these not from disadvantaged personal situations. Target population in San Fernando Valley area is heavily Mexican-American, with many high school dropouts.

Treatments Provided: Recruitment, orientation to college and to business education, remediation. Mobile vocational counseling unit purchased and outfitted in 1972-73 for use in 1973-74 (leading to increase in 1973-74 from 33 to 385 served by VEA Part A funds).

Beneficiary Qualifications, Selection: Cultural isolation from community college. Entered into program on basis of own initiation, in response to publicity in the Mexican-American community.

Achievement of Objectives: Rated "excellent" as modified in light of approved funding level, with interviewer quoting interviewee to effect that, partly on strength of project accomplishments, district has decided to establish new college in the target area.

Validity of Objectives: Rated "fully valid" by interviewer.

LOS RIOS COMMUNITY COLLEGE DISTRICT

Project Title

"Vocational Project for Disadvantaged/Handicapped Persons"

Grant: $9,000. Notification date - October 24, 1972.

Number of Beneficiaries Reported: 20

Interview of Representative

Interviewee: Robert E. Allerton, Dean of Student Personnel Services, American River College

Context: American River College, one of three district colleges, serving a largely middle-class population.

Treatments Provided: Curriculum modifications, development of placement center, contacts in community to expand job market for trained handicapped persons.

Beneficiary Qualifications, Selection: Handicapped students who also were disadvantaged academically and/or socio-economically. Selected best of those who qualified. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "good" by interviewer, though interviewee believed project largely failed because of employer resistance to hiring the physically handicapped. "Twenty students served with special diagnostic work and guidance. Only four got a look in."

Validity of Objectives: Not rated by interviewer as to legal intent, because of apparently concurrent conduct of a Part B project in the same general field. Interviewer commented, "Confused here because of Part B overlap; really dealing with primary physical disabilities; disadvantaged derived from this." Rated "fully valid" as to contextual need.

MERCED COMMUNITY COLLEGE DISTRICT

Project Title

"Program for the Uniquely Disadvantaged"

Grant: $20,000. Notification date - September 27, 1972.

Number of Beneficiaries Reported: 54

Interview of Representative

Interviewee: Lynn Ireland, Coordinator of Program for Handicapped

Context: Community college serving agriculturally oriented valley area.

Treatments Provided: Enabling services (e.g., counseling, tutoring, special equipment, guidance, adaptive P.E., individualized instruction, transportation).

Beneficiary Qualifications, Selection: Emotional or physical problem that interfered with their being able to function successfully at school. Referral by public agencies. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "valid in part" by interviewee, with comment: "Principally because it appears possible to achieve stated objectives under alternative titles (funding). I was given the impression that the need seemed clear enough and the issue was simply one of finding funds."

Validation Visit

Site visit validated information provided in representative interview; also corroborated interviewer's analysis that objectives were valid only in part.

The chief question posed by the site visit related to students' enrollment in vocationally related programs. Representative (possibly because of reporting form structure) categorized students receiving individualized instruction in mathematics and reading and enrolled in a guidance course as "prevocational." In team judgment, such education is not truly prevocational (one student described guidance course as providing an opportunity to understand, and cope with, his feelings, but including no orientation to vocational education). It became clear that representative's categorizing of students was not intended to deceive, but resulted from lack of information. Same situation encountered in cases of students listed as being enrolled in vocational education; after explanation to representative of what that term meant, several re-identifications were made. Thus, it was determined that, of 33 beneficiaries available for interview, 19 had been neither in vocational nor prevocational education.

Strengths: Enthusiasm of staff, advisory committee members and students for the program; rapport between program coordinators and students; administrative and community support; willingness on part of other faculty to adapt courses to needs of disadvantaged students.

Needs for Improvement: Lack of solid vocational education thrust (concerning that portion of program funded under VEA), which cannot be remedied without greater staff knowledgeability concerning the nature of vocational and prevocational education, and VEA provisions; inadequate program facilities.

MOUNT SAN JACINTO JUNIOR COLLEGE DISTRICT

Project Title

"Promotion of Vocational Education and Recruitment of Disadvantaged Students"

Grant: $1,800. Notification date - September 27, 1972.

Number of Beneficiaries Reported: 512

Interview of Representative

Interviewee: Benton Caldwell, Dean of Vocational Education

Context: College serving portion of Riverside County, with modest-sized communities and agricultural lands.

Treatments Provided: Presentations to students of feeder schools promoting occupational education opportunities available at college; presentations also to adult groups; bussed hundreds of junior high school students to campus to see facilities.

Beneficiary Qualifications, Selection: No qualifying factors.

Achievement of Objectives: Rated "below expectations" by interviewer, based on interviewee's assessment that "we didn't do too well," with amplification that performance fell markedly short of 100 presentations planned.

Validity of Objectives: Rated "valid in part" by interviewer, both as to legal intent and contextual need. In connection with former, interviewer commented: "There did not appear to be any clearly-thought-through avenues for reaching disadvantaged but rather 'mass contact' approach that would hopefully include some disadvantaged." In connection with latter: "Was not developed out of specific concerns voiced by the community but rather from a need identified by the college; i.e., not enough area students considered the college in their future planning and ethnic student population not on parity with the community."

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

Project Title

"Career Planning Center - Cypress College"

Grant: $55,000. Notification date - September 27, 1972.

Number of Beneficiaries Reported: 106

Interview of Representative

Interviewee: Robert A. Wood, Director, Career Planning Center

Context: One of two district colleges in whose area school dropouts average 28% and there are approximately 10,000 youth between ages 16 and 21 who are not employed or in school, plus a large number of whose vocational education students are consistently making "D" and "F" grades, as well as many more who "haven't the foggiest notion of career choice."

Treatments Provided: Recruitment, remedial training in English and mathematics, career planning, job readiness assistance.

Beneficiary Qualifications, Selection: Dropouts, poor self-image, "people who normally wouldn't think of themselves in college"; emphasis on young people. Referral by agencies and contacts by counselors; selected by counselors. Interviewer believed all met qualifications.

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer.

PALOMAR COMMUNITY COLLEGE DISTRICT

Project Title

"Bilingual Vocational Education"

Grant: $18,000. Notification date undetermined.

Number of Beneficiaries Reported: 112

Interview of Representative

Interviewee: E. R. Zevin, Projects Coordinator

Context: College serving parts of Northern San Diego County, where Mexican-American population is 13% of total. This group has low median educational level, represents lowest income group, is culturally on "outer fringe of an increasingly complex society which they are not prepared to understand"; thus, has disproportionately high number of vocational under-achievers, with potential unrealized.

Treatments Provided: Language instruction with emphasis on vocational applicability.

Beneficiary Qualifications, Selection: Language deficiency. Interviewee said level determined by examination, but added, "No one has been turned away."

Achievement of Objectives: Rated "good" by interviewer, but with comment: "Am sure students learned English; how this related to vocational education is not completely clear."

Validity of Objectives: Rated "fully valid" by interviewer.

PASADENA AREA COMMUNITY COLLEGE DISTRICT

Project Title

"Tutorial Plan for Assisting Disadvantaged Persons"

Grant: $10,000. Notification date - December 18, 1972.

Number of Beneficiaries Reported: 5,300

Interview of Representative

Interviewee: John R. Toothaker, Director, Occupational Education

Context: College serving population of approximately 330,000 in Los Angeles area.

Treatments Provided: Tutoring in class area.

Beneficiary Qualifications, Selection: Academic deficiency. Referred by vocational teacher or "walked in and said they needed help."

Achievement of Objectives: Not rated; interviewee noted: "It is impossible to rate this project realistically. The only evidence of accomplishment was some forms turned in by instructors which gave no quantitative data and contained a few remarks on the value of the program. The interviewee could not estimate the increase in number of students completing vocational objectives nor the reduction in the number of failures or dropouts in vocational curricula. I feel that some of the blame for this situation must rest with the state. The performance objectives submitted and approved are not measurable and therefore do not lend themselves to evaluation."

Validity of Objectives: Rated "fully valid" by interviewer as to legal intent. Rated "valid in part" as to contextual need, with comment: "The nature of the performance objectives for this project make a determination of contextual validity difficult. In addition, the lack of identification criteria could mean that a 'B' student trying for an 'A' could avail himself of the tutoring offered. Without criteria, it is impossible to determine how many of the estimated 5,300 students served by the project are truly disadvantaged per VEA criteria."

PERALTA COMMUNITY COLLEGE DISTRICT

Project Title

"Aeronautics Division"

Grant: $6,000. Notification date - December 18, 1972.

Number of Beneficiaries Reported: 10

Interview of Representative

Interviewee: James C. Naugle, Aeronautics Instructor, College of Alameda

Context: College of Alameda, one of four district colleges serving Oakland and adjacent cities in the East Bay area.

Treatments Provided: Self-paced instruction and other training aids to prepare for airframe and powerplant test.

Beneficiary Qualifications, Selection: Deficient in skills (communication, computation) or unsuccessful performance resulting from irregular attendance. All enrolled in aviation technology. Selected by vocational teachers.

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer.

PERALTA COMMUNITY COLLEGE DISTRICT

Project Title

"Careers Opportunity Out-Look for the Disadvantaged Person"

Grant: $22,000. Notification date - December 18, 1972.

Number of Beneficiaries Reported: 106

Interview of Representative

Interviewee: Jefferson C. Robinson, Sr., Chairman, Machine Technology Department, Laney College

Context: Laney College, one of four district colleges serving Oakland and adjacent cities in the East Bay area.

Treatments Provided: Counseling to make students aware of occupational training opportunities at Laney College.

Beneficiary Qualifications, Selection: High school potential dropouts. Identified by high school teachers in a wide variety of vocational education areas. Project personnel made themselves available, and students came to them.

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer.

PERALTA COMMUNITY COLLEGE DISTRICT

Project Title

"Vocational Education for Disadvantaged Persons at Merritt College"

Grant: $20,000. Notification date - December 18, 1972.

Number of Beneficiaries Reported: 105

Interview of Representative

Interviewee: Patricia Calvin, Counselor, HEW Special Services Project, Merritt College

Context: Merritt College, one of four district colleges serving Oakland and adjacent cities in the East Bay area.

Treatments Provided: Primarily tutoring.

Beneficiary Qualifications, Selection: Under-achievers in vocational programs. Identified through responses to questionnaire. Selected on basis of interview. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Project Title

"Career Cluster Development and Occupational Training of Disadvantaged Persons"

Grant: $50,000. Notification date - Reported as November or December, 1972.

Number of Beneficiaries Reported: 437

Interview of Representative

Interviewee: Edward Alfaro, Dean, Occupational Education

Context: Santa Ana College, serving portion of Orange County with relatively high percentage of disadvantaged persons, most of whom reside in depressed areas.

Treatments Provided: Recruitment, vocational counseling and testing at off-campus career education center for referral to entry-level skill training in areas in which career clusters had been established as the base for organizing new courses, designed in light of community needs assessment.

Beneficiary Qualifications, Selection: Unemployed, under-employed, underachievers, low-achievers. Selected on basis of interview. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "excellent" by interviewer, with comment that accomplishments "appeared to surpass expectations," an especially commendable attainment in view of the funding notification date.

Validity of Objectives: Rated "fully valid" by interviewer.

REDWOODS JUNIOR COLLEGE DISTRICT

Project Title

"Vocational Education for Disadvantaged Persons, Part A, Section 102(b)"

Grant: $7,000. Notification date - September 27, 1972.

Number of Beneficiaries Reported: 90

Interview of Representative

Interviewee: E. W. Soper, Dean, Occupational Education

Context: College of the Redwoods, serving an area of 3,600 square miles, which includes sparsely settled Humboldt, Del Norte, and portions of Mendocino and Trinity counties and whose population has a persistent high unemployment rate. Logging, fishing, tourism are main economic activities. Great diversity among people, from wealthy families to those living on Indian reservations and units in communes.

Treatments Provided: Diagnostic testing and tutoring, plus remedial self-help audiovisual programs developed in project and related to specific vocational areas.

Beneficiary Qualifications, Selection: Weak in communication skills; selected on basis of referral by vocational teachers. Interviewer's understanding was that "criteria as cited in VEA instructions were not utilized."

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "valid in part," both as to legal intent and contextual need. In connection with former, interviewer noted: "Although the project objectives are valid, the method of selecting student participants does not comply with legal intent." In connection with latter: "The lack of community input and a needs assessment made this area weak. One could not totally question this project's contextual validity. However, it is possible that the college was neglecting problems more important to the community by not consulting community representatives. While the proposal mentions advisory committees, no indication was given by interviewee that they supplied input to this project."

SAN DIEGO COMMUNITY COLLEGE DISTRICT

Project Title

"Vocational Education for Disadvantaged Persons' Supportive Services - Multimedia - Recruitment"

Grant: $53,000. Notification date - October 24, 1972.

Number of Beneficiaries Reported: 691

Interview of Representative

Interviewee: William B. Steinberg, Director of Vocational Education

Context: District, with two day colleges, one evening college, a regional training center and seven adult schools, serves city of approximately 750,000 population.

Treatments Provided: Recruitment, vocational counseling, provision of support services (e.g., supplies and textbooks) needed to enter or continue a vocational training program, tutoring, remediation in communication and computation skills.

Beneficiary Qualifications, Selection: Primarily drop-out concept at adult schools and skills center, and low achievement at day colleges, with "financial difficulty" a consideration for all. Screening through financial aids office. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "excellent" by interviewer, based on interviewee statements - supported by written project evaluation - that "people were helped to get into school, stay in school and get a job; we were successful with far more than previously in this district."

Validity of Objectives: Rated "fully valid" by interviewer.

SAN FRANCISCO COMMUNITY COLLEGE DISTRICT

Project Title

"College Readiness Program for Pre-Vocational Students"

Grant: $43,000. Notification date - October 24, 1972.

Number of Beneficiaries Reported: 130

Interview of Representative

Interviewee: William Chin, Coordinator of Special Education

Context: College serving city of approximately 750,000 people, with wide range of income levels and great diversity of population.

Treatments Provided: Vocational counseling and job exposure through field trips to business and industry; remedial English and basic mathematics classes in outreach centers.

Beneficiary Qualifications, Selection: Unemployed residents of major "poverty pockets" with cultural or language handicap and low income. Interviewed by instructors following recruitment process. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "acceptable" by interviewer, with comment: "The off-campus classes appear to have succeeded to some degree. However, the lack of funding continuity and follow-up impairs the program. I don't feel that much of the blame should be shouldered by the institution. One area of concern is the 22% retention rate, as opposed to 65% projected in the project application. This low rate could be tied in with less than satisfactory counseling and supportive services which were to be provided."

Validity of Objectives: Rated "fully valid" by interviewer.

SAN JOSE COMMUNITY COLLEGE DISTRICT

Project Title

"Disadvantaged Support Service"

Grant: $10,000. Notification date - December 18, 1972.

Number of Beneficiaries Reported: 153

Interview of Representative

Interviewee: S. E. McGaw, Dean of Instruction: Vocational Education, San Jose City College

Context: College serving sprawling Santa Clara County urban area, with wide range of income levels and great diversity of population.

Treatments Provided: Special counseling; tutoring.

Beneficiary Qualifications, Selection: Basic educational deficiency. Self-selected; screened on basis of grade-point average, enrollment in vocational courses. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "good" by interviewer. Weaknesses appeared to be that (1) the project did not start until the spring semester because of late state funding and (2) the college received no community inputs because they were not "considered necessary."

Validity of Objectives: Rated "fully valid" by interviewer.

SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

Project Title

"Automotive Training for the Disadvantaged"*

Grant: $9,000. Notification date - September 27, 1972.

Number of Beneficiaries Reported: (a) 18 adults in automotive career training program and (b) 2175 juniors and seniors in the nine high schools of the county, an estimated one-third of whom would qualify as disadvantaged.

Interview of Representative

Interviewee: Edwin M. Pearce, Director of Vocational Education, Cuesta College

Context: Cuesta College, serving a Central California coastal county of approximately 105,000 population, with wealthy farmers and highly educated segments at one extreme and migrant workers and linguistically isolated "pockets" at the other.

Treatments Provided: (a) Vocational instruction, counseling and remediation in vocational English and mathematics for special group of 18 disadvantaged students and (b) recruitment/counseling at high schools to inform students of vocational opportunities at the college, with extensive use of visual aids.

Beneficiary Qualifications, Selection: Academic deficiency and lack of employment skills for those enrolled in automotive vocational program; none formally stated for those on whom recruitment component of the project was focused. Interviewee commented, however, that criteria statement from the state plan was utilized; believed all met those criteria in career automotive and about one-third in the high schools contacted in the recruitment component.

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer.

* Project title applied only to one part of a two-part project; the second aspect was directed to recruitment/counseling at the high school level.

SAN MATEO COMMUNITY COLLEGE DISTRICT

Project Title

"Vocational Education for Disadvantaged Persons"

Grant: $18,000. Notification date - December 18, 1972.

Number of Beneficiaries Reported: None in 1972-73 (developmental year); 33 in 1973-74 (first year of utilization).

Interview of Representative

Interviewee: Vern C. Gillmore, Associate Dean of Instruction - Careers, College of San Mateo

Context: College of San Mateo, one of three district colleges serving San Mateo County (population approximately 550,000), a surburban area with high median income level but not without "poverty pockets."

Treatments Provided: None in 1972-73 (developmental year); diagnostic testing, specialized vocational counseling, tutoring, vocational program redirection (if deemed advisable) in 1973-74.

Beneficiary Qualifications, Selection: Enrolled (during 1973-74) in occupational program, low achievement based on placement test scores, transcripts; screened by committee and selected after interview with counselor. Of 33 selected, interviewee believed three did not meet qualifications ("hadn't declared a major").

Achievement of Objectives: Rated "good" by interviewer, in relation to developmental year and first year of utilization.

Validity of Objectives: Rated "fully valid" by interviewer as to legal intent. Rated "valid in part" as to contextual need, with interviewer commenting, "Seemingly, the needs of the community are being met, especially regarding skills development. However, there was a lack of community input, in my opinion, in the developmental stage. One might wonder if the objectives would have been different had more community participation been sought."

SAN MATEO COMMUNITY COLLEGE DISTRICT

Project Title

"Opportunity: Respiratory Therapy Careers for Disadvantaged"

Grant: $15,000. Notification date - September 27, 1972.

Number of Beneficiaries Reported: None in 1972-73 (developmental year); 26 in 1973-74 (first year of utilization).

Interview of Representative

Interviewee: Christine L. Case, Microbiology Instructor, Skyline College

Context: Skyline College, one of three district colleges serving San Mateo County (population approximately 550,000), a surburban area with high median income level but not without "poverty pockets."

Treatments Provided: Auto-tutorial microbiology course developed by project in 1972-73 for subsequent use with allied health students.

Achievement of Objectives: Rated "below expectations" by interviewer, with comment: "Although development of auto-tutorial package for allied health students enrolled in microbiology appeared to be well accomplished (in 1972-73), the intent to service disadvantaged students seems not to have been responsibly and conscientiously followed (in 1973-74). This is a college failing and not that of interviewee; felt she was responsive and responsible."

Validity of Objectives: Rated "valid in part" as to legal intent by interviewer, with comment: "The proposal and actual project are not the same. The interviewee, along with chemistry and mathematics instructors, was called in in February, 1973, told there were these grant monies and what intended for, and asked which one wanted to use funds to develop a project. I believe this constitutes unethical behavior on part of the college, but would have to say that probably the outcome will help disadvantaged students succeed in occupational education." Rated "valid in part" as to contextual need, with comment: "Conscientious candor of interviewee; felt all students in allied health having difficulty with microbiology and needed assistance. However, project was not necessarily identified to service disadvantaged students, although, as noted above, it may well do so."

SHASTA-TEHAMA-TRINITY COMMUNITY COLLEGE DISTRICT

Project Title

"Vocational Education for Disadvantaged Persons"

Grant: $8,500. Notification date - October 24, 1972.

Number of Beneficiaries Reported: 570

Interview of Representative

Interviewee: Loren D. Phillips, Shasta College Vice President, Assistant District Superintendent

Context: Shasta College, serving a Northern California lumbering, agriculture and recreational area of 10,000 square miles, with half the population total of about 115,000 centered in Redding, where the college is located. High unemployment in winter, low in summer.

Treatments Provided: Recruitment of dropouts, unemployed persons; remediation activities in mathematics and reading; tutoring; instruction in basic entry-level job skills; placement service concentrating on work experience.

Beneficiary Qualifications, Selection: Low achievement, financial considerations. Selected on basis of "whether students felt they needed" the services.

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer.

SISKIYOU JOINT COMMUNITY COLLEGE DISTRICT

Project Title

"Regional Programming for Disadvantaged Persons"

Grant: $30,000. Notification date - approximately November 1, 1972.

Number of Beneficiaries Reported: 650

Interview of Representative

Interviewee: Harry Beck, Dean of Instruction, College of the Siskiyous

Context: Consortium effort by six community colleges, serving 14 counties in Northeastern California, where study indicated one-third of all young people from remote areas have withdrawn from the educational and training process of public education prior tc age 18.

Treatments Provided: Visitations by student recruiters in remote areas to familiarize young people with, and encourage participation in, vocational education programs.

Beneficiary Qualifications, Selection: (Interviewer marked "does not apply.")

Achievement of Objectives: Rated "poor" by interviewer, with comment: "Admittedly a failure." Quoted interviewee as stating, "The project was over-ambitious. The time was too short and the population too sparse. In most cases, failed to locate the clientele." Interviewee did add, however, that 44 people made contacts with 650 individuals, meeting or exceeding objectives.

Validity of Objectives: Rated "fully valid" by interviewer.

Validation Visit

Site visit professional found that while interviewee's "point of view was entirely supported by people of two colleges, there was some limited success to the program in the other four colleges. Further, while the program was characterized in the interview was a failure, it turns out that they actually learned a lot about how to conduct the outreach program, and each college is presently continuing in a manner they characterize as successful."

Strengths: Initiated concept of outreach programs in the colleges which they are maintaining; as result, each college reported increase in vocational

education enrollment in 1973-74 college year.

Needs for Improvement: Major weaknesses resulted from late and severely modified funding, in site visit professional's opinion. The group of colleges thus was unable to procure and equip a suitable van to reach the beneficiaries. Also, the use of student recruiters did not work out well.

SISKIYOU JOINT COMMUNITY COLLEGE DISTRICT

Project Title

"Development of Special Programs for the Disadvantaged"

Grant: $6,000. Notification date - Undetermined.

Number of Beneficiaries Reported: 167

Interview of Representative

Interviewee: Harry Beck, Dean of Instruction, College of the Siskiyous

Context: College of the Siskiyous, located in community of Weed and serving sparsely populated, widespread area devoted principally to lumbering, tourism, agriculture.

Treatments Provided: Recruitment, identification of potential college dropouts, training in modified vocational programs, job placement services.

Beneficiary Qualifications, Selection: Low achievement and socio-economically deprived. Selected on basis of financial aid forms, high school grades and college grades, if applicable.

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer.

Validation Visit

Site visit findings corroborated information obtained in the representative interview.

Strengths: Success in encouraging and keeping students in the program; effectiveness of teacher aides and multi-media resources developed in the project.

Needs for Improvement: Major weaknesses relate to fact that project was part of continuing effort by college to improve overall quality of its occupational programs, as well as to serve the disadvantaged. For example, the multi-media resources developed are available to everyone.

SWEETWATER COMMUNITY COLLEGE DISTRICT

Project Title

"Operation Cooperation III"

Grant: $20,000. Notification date - October, 1972.

Number of Beneficiaries Reported: 360

Interview of Representative

Interviewee: Vincent Alfaro, Dean, Applied Arts and Sciences, Southwestern College

Context: Southwestern College, serving area south of San Diego and near Mexican border; a region of "bedrooms and barrios," to quote one resident.

Treatments Provided: Specialized counseling, tutoring and bilingual assistance.

Beneficiary Qualifications, Selection: Vocational students in danger of dropping out because of academic deficiencies in communication skills, financial need. Identified by teachers and teacher aides. Interviewee said some did not qualify as disadvantaged, but "they needed help and we tried to provide services where needed."

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer.

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT

Project Title

"Vocational Education Act, Part A"

Grant: $50,000. Notification date - December 18, 1972.

Number of Beneficiaries Reported: 291

Interview of Representative

Interviewee: Michael Collins, Chairman, Special Projects Division, Ventura College

Context: Ventura College, serving a Southern California coastal area in transition from primarily agricultural to suburban sprawl, with a traditional overall unemployment rate higher than average, a disproportionate amount of that unemployment among the sizable Mexican-American community and a lack of public transportation to regular vocational education training facilities.

Treatments Provided: Vocational training and consumer education geared to low-income persons; largely offered bilingually.

Beneficiary Qualifications, Selection: Required interest in short-term vocational training leading to a job, sought participants who were unemployed. Made special effort to attract disadvantaged by providing services in convenient locations and suitable subject areas. Accepted those who "showed up and took an interest in a class."

Achievement of Objectives: Rated "good" by interviewer, based on information from interviewee and written evaluation report of project indicating high rate of completions and job placements. Interviewer commented: "It is difficult for me to rate a project as 'excellent' based on just one interview; however, this project appears to be close."

Validity of Objectives: Rated "fully valid" by interviewer.

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT

Project Title

"Human Service Program"

Grant: $24,000. Notification date - October 24, 1972.

Number of Beneficiaries Reported: 251

Interview of Representative

Interviewee: Alex Rudoff, Dean of Community Services, Victor Valley College

Context: Victor Valley College, serving area of approximately 60,000 population in San Bernardino County, with comparatively low median income level (many senior citizens on fixed incomes, many low-income areas).

Treatments Provided: Programs tailored to meet specific needs of disadvantaged in target area; offerings included bilingual vocational training, specialized counseling and guidance, self-paced instruction, establishment of human service center in target area.

Beneficiary Qualifications, Selection: College criteria used which were "actually very close to the VEA guidelines." Beneficiaries identified by community contacts, agency referrals. Not all met qualifications; "some of the programs were so attractive that others wanted in; I think we had 15% who were above the disadvantaged category."

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer, with comment: "One of the best programs I've encountered in terms of serving the needs of the community as expressed by the community."

WEST HILLS COMMUNITY COLLEGE DISTRICT

Project Title

"Dairy Farm Worker Training Program for Disadvantaged Persons"

Grant: $10,000. Notification date - September 27, 1972.

Number of Beneficiaries Reported: 33

Interview of Representative

Interviewee: Byron Harrison, Chairman, Agricultural Department, West Hills College

Context: College serving agricultural area of Fresno County, which is leading county in nation in agricultural output. Half of district population is Mexican-American.

Treatments Provided: Ten weeks of training to prepare for dairy jobs, individualized counseling, English language instruction, job placement.

Beneficiary Qualifications, Selection: Interest in dairy work, age 18-40 (preferably married). Referrals; selected on basis of interview. Beneficiaries largely were welfare recipients, unemployed, low or no employable skills. Most were Mexican-Americans. Not all met qualifications; "age exceptions made for four persons because they satisfied all other qualifications. Interestingly, these four were among most successful placements."

Achievement of Objectives: Rated "good" by interviewer, with "near-excellent" qualifier, based on information from interviewee that 27 of those enrolled completed the program and were placed in dairy jobs at monthly salaries ranging from $700 to $1,000.

Validity of Objectives: Rated "fully valid" by interviewer.

YOSEMITE JUNIOR COLLEGE DISTRICT

Project Title

"Vocational Education for Disadvantaged Persons - Columbia Junior College"

Grant: $20,000. Notification date - September 27, 1972.

Number of Beneficiaries Reported: 55

Interview of Representative

Interviewee: Patricia C. Hertert, Instructional Resource Consultant

Context: Columbia Junior College, located in lightly populated Tuolumne County, an area of persistently high unemployment.

Treatments Provided: Tutoring, career counseling and related services to Indian students; development of tutoring services for other beneficiaries; development of career information service, based on project survey of labor market to acquaint vocational instructors with employment opportunities in area.

Beneficiary Qualifications, Selection: Two groups - Indian students enrolled in occupational programs, other students also enrolled in such programs or in need of tutoring for occupational courses. Low-achievers and (in case of the Indians) cultural isolation. All Indian students selected; others referred by staff or self-referred. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "acceptable" by interviewer, who commented he could not assign a higher rating because of time frame in which they were accomplished (i.e., after project period.)

Validity of Objectives: Rated "fully valid" by interviewer.

YUBA COMMUNITY COLLEGE DISTRICT

Project Title

"Special Services for Disadvantaged Students in Vocational Programs"

Grant: $28,000. Notification date - December 18, 1972.

Number of Beneficiaries Reported: 422

Interview of Representative

Interviewee: Earl Orum, Dean of Instruction, Yuba College

Context: College serving Yuba, Sutter and Colusa counties, plus parts of Sierra, Glen, Lake and Yolo counties, with population of about 100,000 distributed over large valley and Sierra foothill area, devoted to agriculture, light manufacturing and lumbering.

Treatments Provided: Primarily student services in form of special counseling, teacher aides, tutoring, recruitment of high-risk students; some attention to book loans and other materials; small remaining amount of funds devoted to individualized instruction.

Beneficiary Qualifications, Selection: Cultural or linguistic isolation, poverty, academic deficiencies, 75% of emphasis on ethnic minorities. Selected on basis of criteria and vocational or prevocational status. Interviewee believed all met qualifications.

Achievement of Objectives: Rated "good" by interviewer.

Validity of Objectives: Rated "fully valid" by interviewer.

Appendix F

DETAIL ON RECIPIENT PERCEPTIONS
OF STATE ADMINISTRATION

Appendix F-1

GRANT RECIPIENTS' RATINGS OF EFFECTIVENESS
OF STATE ADMINISTRATION OF 1972-73 VEA PART A GRANTS

	Unified & High School Districts	County Offices	Community Colleges	All Respondents
Assistance in Project Operation				
Number of Respondents	35	6	43	84
No Improvement Needed	74%	50%	91%	81%
Some Improvement Needed	17	17	5	11
Much Improvement Needed	6	16	4	6
Don't Know	0	0	0	0
Not Applicable	3	17	0	2
Total	100%	100%	100%	100%
Application Guidelines				
Number of Respondents	29	5	31	65
No Improvement Needed	80%	60%	84%	80%
Some Improvement Needed	17	20	16	17
Much Improvement Needed	3	0	0	1
Don't Know	0	20	0	2
Not Applicable	0	0	0	0
Total	100%	100%	100%	100%
Assistance in Proposal Preparation				
Number of Respondents	34	6	43	83
No Improvement Needed	73%	83%	84%	79%
Some Improvement Needed	12	0	12	11
Much Improvement Needed	15	17	4	10
Don't Know	0	0	0	0
Not Applicable	0	0	0	0
Total	100%	100%	100%	100%

Appendix F-1 (Continued)

	Unified & High School Districts	County Offices	Community Colleges	All Respondents
Proposal Requirements				
Number of Respondents	36	6	41	83
No Improvement Needed	64%	83%	68%	67%
Some Improvement Needed	30	0	27	27
Much Improvement Needed	3	17	5	5
Don't Know	3	0	0	1
Not Applicable	0	0	0	0
Total	100%	100%	100%	100%
Schedule for Payment of Funds				
Number of Respondents	32	6	40	78
No Improvement Needed	59%	50%	63%	60%
Some Improvement Needed	16	0	7	10
Much Improvement Needed	19	50	10	17
Don't Know	6	0	18	12
Not Applicable	0	0	2	1
Total	100%	100%	100%	100%
Schedule for Submission of Applications				
Number of Respondents	35	6	40	81
No Improvement Needed	32%	67%	58%	47%
Some Improvement Needed	40	17	30	33
Much Improvement Needed	28	16	12	20
Don't Know	0	0	0	0
Not Applicable	0	0	0	0
Total	100%	100%	100%	100%

	Unified & High School Districts	County Offices	Community Colleges	All Respondents
Schedule for Requesting Application				
Number of Respondents	35	6	43	84
No Improvement Needed	23%	17%	42%	32%
Some Improvement Needed	29	67	42	38
Much Improvement Needed	48	16	14	29
Don't Know	0	0	2	1
Not Applicable	0	0	0	0
Total	100%	100%	100%	100%
Schedule for Notification of Grant Awards				
Number of Respondents	32	6	42	80
No Improvement Needed	6%	17%	21%	15%
Some Improvement Needed	22	33	36	30
Much Improvement Needed	72	50	43	55
Don't Know	0	0	0	0
Not Applicable	0	0	0	0
Total	100%	100%	100%	100%

Source: Confidential rating forms completed by grant recipient representatives.

Appendix F-2

RECIPIENT COMMENTS ON STATE ADMINISTRATION OF PROJECT FUNDS

In addition to rating state administration effectiveness, recipients of 1972-73 VEA Part A grants were invited to add amplifying comments.

Selected responses are shown below. Duplicatory statements are omitted.

Application Guidelines

Unified and High School Districts

"Specific requirements for 'back-up' data should be identified."

"Traditionally, the guidelines have included vaguely stated items which have created for the project originator a greater difficulty in deciding what is being asked for in the application than in structuring the original concepts for operational use. The 1972-73 guideline instructions were more definitive, in an apparent effort to require a more specific and trenchant itemization of project elements. While this might have improved the administrative appraisal process, it also resulted in a contrivance devoid of some of the essence of the concept."

County Offices

"Guidelines established by state's Vocational Education Section do not meet local needs."

Community College Districts

"Guidelines could be improved to more clearly define areas considered as high priority."

"As in the case of any set of written guidelines, they are difficult to read and tend to complicate production. This is inherent in most government-operated institutions, from my point of view."

Schedule for Requesting Applications

Unified and High School Districts

"No 'firm' date is established. Often, conflicting 'due dates' are assigned; sometimes even the state doesn't know the schedule."

"Timeline is too short from initial notification to submission deadline."

"Applications for submission for Part A projects must be sent to school districts during the January or February preceding the school year in which the

project is to be implemented. The approval notices should be sent back to the successful districts during the month of March. This would allow for proper staff procedures and planning preceding the time when teacher contracts and curriculum changes are made by the district. Up to this date, districts are asked to make applications so late in the school year that no proper planning can be made. The personnel who are involved with staffing and curriculum are reluctant to allow changes in our district after March 1."

"Entire schedule for special project applications is 'out of phase' with the academic year."

"This information should be mailed in the fall of each year for possible funding for the next school year. Now all special projects, District Plan, VE-48, etc., have been required at the same time of the year. This is too much for a single administrator to do effectively."

County Offices

"Time schedule for requesting applications should be earlier in the school year. Also the whole timeline should be moved back to the beginning of or preceding the school year."

"Applications arrive too close to the deadline--sometimes preventing districts from doing the required surveys, etc."

Community College Districts

"Do need improvement in relation to the timeline the Chancellor's Office gives the colleges for development of the project and the submittal of the application. One of the problems is that they give it to us too late; thus the submission of the application is in July or August, and this does not give the Chancellor's Office time enough to sort, read and determine the priority for the funding."

"Guideline distribution delayed by federal funding and State Printing Office. This problem was outside control of Chancellor's Office."

Schedule for Submission of Applications

Unified and High School Districts

"Timeline is too short from initial notification to submission deadline."

"Should occur earlier in the fiscal and school year."

"The submission dates for Part A applications vary as to calendar month and date. There is a need to establish annual dates when applications are due; this will facilitate district planning, project writing, district budgeting for vocational programs, and implementation of program objectives. The time schedule for the 1974-75 submission of applications is satisfactory."

"I recommend that a widely distributed timetable of all steps of the process be published as early as possible."

Community College Districts

"We feel it would be advantageous to change the submission dates to early spring so that the applications may be reviewed for consideration, and a firm notification of funding may be made prior to the opening of the fiscal year on July 1."

Schedule for Notification of Grant Awards

Unified and High School Districts

"Often notification comes 'after the fact' (i.e., December 15 as notification when programs were to start in September)."

"Notification received very late--affected outcome noticeably."

"Notification for approval or rejection of applications takes an unusually long time to arrive. One rejection letter took 5-1/2 months."

"Timing is of the essence in operating school-based programs. The allocation of VEA Part A funds after the beginning of school seriously affects effective implementation. Programs beginning after the school year is under way tend to project an add-on flavor instead of being part of the regular vocational effort. To correct, schedules for submitting applications and allocating funds need to be changed."

"Notification of grant awards should be by July 1 of each year for an effective program beginning in September. I realize the federal government plays a big role in this problem."

County Offices

"Notification of grant award received as late as April for project ending in June."

Community College Districts

"Our application was submitted in June, 1972. In September, we were told not to expect funding. We were advised in January, 1973, of an allotment. This delay and timetable resulted in the plan being on, off, then on again and never did materialize as planned. The delay, in itself, did not account for the lack of success of our project. It just helped get it off to a bad start."

"Notification of award comes so late in the year it is difficult to plan and implement program objectives. For instance, recruitment and more adequate registration counseling were two important facets of our program this year. To do any good, these two objectives must be carried out well in advance of the beginning of the semester. When notification of the award comes after the

college's counseling for registration or even after the semester has started, it really makes it difficult to supply the needed services to students. What happens is people who work in our program often go ahead and supply services on their own time, hoping the college will receive the award and they will be reimbursed. This is risky and not the best way to carry out a program."

"The federal government should release funds a year in advance, so July 1 projects could start on July 1. Receiving funds in February to be spent by June 30 does not allow one to meet the objectives of this proposal. I do not believe it is something the state controls."

"It is terrible to be told in late February you are funded on Part A project. We realize the 'Feds' are primarily responsible. Please pass this on."

Schedule for Payment of Funds

Unified and High School Districts

"Usually a long lag before reimbursement."

"Frequently cash flow is a problem, and partial payments should be expedited. 'Acting in good faith' is a two-way street."

County Offices

"We don't understand why it took eight or nine months after completing the project and making the final report to receive final payment."

Community College Districts

"Notify the receiver of the grant by letter when funds will be released. Funds must be released as soon as possible (by July 1) so program expenses can be met on time."

"In general, the state has been slow in paying claims."

Proposal Requirements

Unified and High School Districts

"The requirements should be less stringent, and the application, instructions and form, less complicated."

"The amount of staff time required to write, implement and evaluate a project is the same for a $5000 project as for a $100,000 project. Too often, much-needed projects which are inexpensive to implement are not submitted because it takes too much staff time to carry them out. There should be a better relationship between the amount requested for the project and the amount of paperwork required by the state. Quite frankly, if an accurate record of the amount of district-funded staff time had been kept for the writing, implementing and evaluating of

our 1972-73 project, it might represent 20% of the amount of the project. We are aware that staff time may be written into a project, however, the persons most knowledgeable about the project and procedures used by the district in implementing the project are already under contract by the district. What I'm suggesting is that projects under $20,000 should only require a minimum amount of paperwork and, if more money is requested by the district for a project, then there would be a proportional increase in paperwork required."

"Requirements are too repetitive."

Community College Districts

"The proposal requirements could be more specific. At times, areas need to be defined to make sure the requirements and goals will be met."

"A series of seminar/workshops would be most helpful in terms of information; also, innovations and directions."

"Some proposal requirements serve the purpose of 'gilding the lily' rather than being a practical part of the proposal. Perhaps certain proposals should be allowed to have parts undone, without losing points in the proposal evaluation. I do not believe it is something the state controls, but is a part of federal requirements."

"Should include only those parts which have essential information not previously provided. Especially would point out the information requested in the 1973-74 proposal under item 12: 'Documentation of Achievement in Previously Funded Projects.' This involves evaluations already on file in state offices--an unnecesssry redundant exercise in providing information, in our opinion."

"Too restrictive on use of funds for capital outlay."

Assistance in Proposal Preparation

Unified and High School Districts

"In most cases, the assistance in proposal writing is one of cornering a friend at the state level and, in a very short session, trying to develop a way of implementing your district's needs in a way that will match the grading criteria. It is also a disadvantage for small school districts--with the current proposal structure--to have to compete with professional project writers of the larger districts."

"Perhaps a workshop would have helped."

"State-level staff input was shallow. Could have provided more specific information and ideas."

"The regional offices do not have the manpower to help with proposals."

"At workshops and conferences, state personnel are not always very informative. Frequently they talk in generalities or cannot answer questions. If the complexities preclude giving absolute solutions, then at least a concrete example of a recommended proposal could be given."

Community College Districts

"Additional assistance could be rendered. I believe this need may be the result of local institutional fault as well as that from the Chancellor's Office. I believe the positive contact with the area representatives will correct this."

"Expert staff should be more readily available to aid in preparation and implementation of projects."

Assistance in Project Operation

Unified and High School Districts

"Would recommend more frequent contact to provide more coordination and back-up."

County Offices

"We did expect more monitoring during the life of the project. It was quite adequate in terms of our needs during the first year, but was inadequate during the remaining time."

Other

Unified and High School Districts

"I feel that some of our grant funds were not used as intended in the guidelines, nor in our submitted project. However, the state accepted our school's request for fund payments without question, based upon our administrator's decision of expending some of the funds. I believe there should be stricter regulation of how the funds are expended to insure that the VEA funds are used as intended."

"It seems, even though we have established the continuing need for the Part A program due to the high number of students with several of the qualifying disadvantages, that as of the past two years we have been among the last to be notified of an award. In addition, this year we were haggled by our regional contact person to further reduce our request. To a degree we complied, but we reached a point where we had to become adamant that further reduction of funds would prove of little benefit for the students needing these opportunities, and would decimate our program. At that point, we did salvage a fairly representative funding level for the current year, 1973-74."

"Could projects be funded for two or more years? Annual disruptions of funding and operation are damaging."

"I have been appalled by some of the statements made by a couple of review board members. These have indicated that some scoring was based upon format and repetitious phraseology rather than content, trivialities, strong personal prejudices. While there is a need for decisive administrative types on the board, there should also be scholarly personnel who can perceive the fundamental research and concepts upon which the proposal is based."

County Offices

"On-going projects receive very low priority in funds under State Department Guidelines, whether the project is excellent or poor. Each project should be measured on its effectiveness--not on its years of operation. Many successful projects have been dropped because of years only."

Community College Districts

"No feedback on what is or isn't a 'good' proposal. Someone out there is reading or assessing these proposals. I would like to know how our proposal is rated and what improvements need to be made."

"Identical or continuing projects would better serve the districts if they could serve for a two or three-year period with periodical reports being required to show that the objectives are being met."

"Evaluation should measure the attainment of goals specified. All the emphasis seems to be on timeline and budgeting, hiring, etc. We don't have all those statistics."

Personal Interview Evaluation Method

Unified and High School Districts

"This way you can get a more personal description of the project and its results."

"Would have been more effective if other project personnel were allowed to participate in the interview. Still better than state task force."

"The forms we had to fill out didn't take long."

"Forms change from year to year. We need to gather data. Would be easier if we knew what data were going to be expected."

"I think it's a waste of time. The submission of appropriate documents should be sufficient. If the documents were insufficient, an interview could be scheduled."

"On-site interviews might strengthen the method."

"It's the most sensible method I've come across. You have a chance to sit down and discuss the fine points. You can cover in an hour what would take two or three days to put down on paper."

"Personal interview is fine, but I object to a consultancy being paid to conduct a research survey and having us do all the work. You should come to my facility and dig the information out yourself. I am too busy and have too many kids and programs to oversee, to spend this much time writing, driving and doing your work."

"A lot of the information is tedious and hard for a district, but this is what we're hired for."

"Recommend that the evaluation be done immediately following the completion of the project."

"It's a headache personally for me today, but I guess it's worth it, in terms of determining what's happening in a program in an objective way."

"You couldn't have done this evaluation at a worse time. Fall would be much better."

"The idea of a neutral agency interview is excellent."

"More site visits should be included."

County Offices

"It's a reasonable approach, but people should know when applying for Part A funds what material they should be collecting and what information will be needed by the state in evaluating the project."

"If the State Department wants to do this, they should add funds to the project to cover the cost. All this work has probably cost my office $300."

"Are we spending too much time in paperwork for project proposals and evaluations, and taking money away from programs and services?"

"Interviews can be biased, and you only get surface statistics."

Community Colleges

"I think it's very good. I'd like to see more of it, because I believe in accountability and I see very little of that in education. However, by not always including a site visit, you are being subjected just to my opinion and it could be biased."

"Have the evaluation at the completion of the project."

"It's terrific. You ought to do it at the beginning of the project, as well, to determine what the staff intends to do."

"Having several interviewees from the college might be better."

"Need more time for the interview."

"I spent my Easter holidays trying to pull together information needed for the evaluation form. If you knew at the outset of the project the criteria for evaluating and reporting, that would be helpful."

"It's all right, but you evaluators must talk with those who actually run the project. You need to walk right into their department."

"Why not send out a questionnaire and let me send a recording back? To talk 30 minutes here takes me 10 hours."

"This approach is worthless. For one thing, in talking to just one person you're getting a biased opinion. For another, we don't have a director of research to fill out all these forms."

"Excellent. When you're playing the paper game, you can beat it. Eye-to-eye, you get a sense of commitment."

"Be sure to allow adequate time both to obtain answers to all questions and to provide opportunity for project people to say everything they want to say."

Major Strengths of State Administration

Unified and High School Districts

"The fact that someone is trying to do something about the 60% to 80% non-college bound students is a major strength. The local representatives are extremely helpful, but they don't have some of the answers because of the problems of funding."

"State staff, for whom we have a high regard and praise, is very competent, willing and supporting with their assistance. Our only problem is in procedures and amount of monies available for excellent projects throughout the state."

"A major strength in the state administration lies in the fact that we were able to carry over, during the summer, any funds that were remaining to complete the goals and objectives of the program and to obtain certain needed material and supplies."

"The freedom we are provided in type of program to establish and the freedom in operation of the program."

"The major strength during 1972-73 was leadership from a specialist in disadvantaged/handicapped programs at the Program Planning Unit in Sacramento.

"The state's restraint from any attempt to dictate instructional or other avenues of attack on 'disadvantage' allows for local prescription of instructional techniques to meet local needs."

"When state staff did make contact it was helpful."

"Excellent resource assistance in both developing and follow-through of objectives by State Department personnel, particularly Fred Martinez."

"The state's administration of Part A projects facilitates district innovations in reaching disadvantaged vocational students. Districts are asked to be creative in solving problems which they face. No one answer or avenue is allowed to serve as a panacea."

"I feel that the administrators' follow-up and surveys make Part A stronger. Also the staff's constructive criticism is helpful to directors of vocational education like myself. The staff is very cooperative in making suggestions when projects are still in the development stage. They even took the time to read a synopsis of a proposed project and rate it on its merit."

"The assistance of Mrs. Lucille Valinoti, Coordinator, VEA Projects, State Department of Education, Chico, and Pat Reilly, State Department of Education Sacramento, has been of immeasurable help to us."

"Encouragement and support by the Central Region Office staff are outstanding. Their cooperation is excellent."

"Willingness to recommend opportunities for consideration in the development of a proposal."

"At least, since the state has provided little or no help in writing the proposals, neither are they 'in the way' trying to tell us how to operate with the funds allocated."

"The people in Oakland are great to work with--always available for help when needed."

"The state personnel are concientious, dedicated, efficient and accessible people who are pleasantly cooperative."

"A tremendous amount of work (proposals, regulations, communication, etc.) is conducted by a limited staff."

"Obvious efforts are being made to improve the processes involved in the allocation of funds and to maximize the benefits derived therefrom to the students."

"Instructions for completion of forms were well done. Helpful to 'newcomers' like myself."

"Great guidelines."

"Money is spent where it is supposed to be spent."

"The state staff is and has been most helpful in developing all Part A proposals. They are really on the ball and know what they are doing."

"Local responsibility, authority and control are good."

"The state did not have a preconceived set of activities or strategies by which funds were to be used. After intellectual and fiscal trust had been established, the LEA has some freedom to test new approaches and concepts."

"Major strength is the flexibility districts can use in writing projects to help their students--students who need more than the normal processes of education."

"Good assistance from state staff when needed."

Community College Districts

"The administrative help received on the different projects from the state has been excellent: individual assistance on projects and forms, lending support and suggestions in operation of programs, providing information relative to other programs in the state which have been successful--acting as a resource person, willingness to visit sites and make recommendations on procedures and practices relative to goals and objectives of the program. State officials are easy to communicate with and available for consultation at all times."

"The freedom to innovate in education has been extremely valuable."

"One of the important assets is the possibility of funding for several years running. The quick start/stop process is costly and impractical. The program funded for the current year will see a tripling of enrollment because of improved recruitment procedures and the addition or deletion of other aspects."

"The state has taken a positive viewpoint in broadening the concept of the disadvantaged under Part A. The cooperation and assistance provided by the Chancellor's Office is appreciated."

"The major strength is that there are very tight controls on the administration of these funds. I would suspect this is good on the part of those at the state level, but in many cases makes it difficult for those at the local level to operate."

"Little or no interference from anyone beyond the local level on how project is progressing."

"The Chancellor's reps have always been helpful and dependable."

"The consultant is very helpful."

"Our district's contact person, Marge Gardner, is a credit to the state administration. She suggests; she helps; she is there whenever you need her."

"From our point of view the state administration is exceptionally effective. Our relationship with the state office and personnel therein leaves nothing to be desired. Suffice it to say, the feeling from this institution is most positive."

"A big vote of confidence to Doug Cronin and John Strahl. Their assistance in project proposal writing, and their availability to answer questions regarding the use of the funds are outstanding."

"Any funds which provide assistance to our disadvantaged students in vocational education are advantageous. We appreciate the efforts of our state administration in seeking and allocating them to the project requests."

"The assistance we have received from Ray Hernandez in answering our questions has been excellent. We have the feeling that his office is willing and anxious to assist us in any way they can."

"With relation to the Chancellor's Office in administration of Part A projects, their major strength is their knowledge of the regulations that affect the implementation and operation of said projects."

"The planning and cooperation of the regional staff and the timeline for notification of awards has been excellent. If the schedule for requesting applications could be moved back to allow us better time for utilization of funds once they are awarded, I would find no major fault with the present system."

"The major strength of the state's administration of Part A is that it has carefully delineated its objectives."

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 21 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES